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ABSTRACT

This guide is intended to explain the types of partnerships that business can form with education to prepare students to enter and make a successful adjustment to the demands of the workplace. The first chapter discusses the consequences for business of an ill-prepared work force and examines the issues of the quantity and quality of workers, with special attention to the problems posed by the dwindling entry-level work force and the increasing mismatch between workplace needs and worker skills. The return on business investment in education (including development of a literate and better-trained work force, a better business climate in the community, and a better national competitive edge in the global marketplace) are examined next. The third chapter, which is a case study in the development of a business-education partnership, outlines the history, outcomes, and lessons learned from the Boston Compact (a school-business partnership that was formed to improve attendance, reduce the dropout rate, improve performance levels, and increase college and job placement rates among students enrolled in Boston's public schools). Multilevel partnerships as well as partnerships in policy, systemic educational improvement, management, teacher training and development, the classroom, and special services are explained. Assessing community needs and building a school-business partnership are the focus of the final chapter. Appendixes include selected partnership profiles, an index of programs referred to, and selected references and lists of associations and organizations. (MN)

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Marvin E. Berger, Hugh E. Gordon, Theodore E. Brophy, John E. Pepper, James E. Burke, James E. Phelps, Gene E. Cartwright, Carl Prombom, Mary Jo Carville, John E. Slesin, Jr., John E. Clendenn, Phyllis Snyder, James Darr, William J. Spring, Louis A. Gerstner, Jr., and William S. Woodside.

Marvin E. Berger

President, American Insurance Association

Theodore E. Brophy

President, Metropolitan Life Foundation

James E. Burke

President, American Insurance Association

Gene E. Cartwright

President, American Insurance Association

Mary Jo Carville

President, American Insurance Association

John E. Clendenn

President, American Insurance Association

James Darr

President, American Insurance Association

Louis A. Gerstner, Jr.

President, American Insurance Association

William S. Woodside

President, American Insurance Association

Hugh E. Gordon

President, American Insurance Association

John E. Pepper

President, American Insurance Association

James E. Phelps

President, American Insurance Association

Carl Prombom

President, American Insurance Association

John E. Slesin, Jr.

President, American Insurance Association

Phyllis Snyder

President, American Insurance Association

William J. Spring

President, American Insurance Association

Louis A. Gerstner, Jr.

President, American Insurance Association

William S. Woodside

President, American Insurance Association

The Fourth R

WORKFORCE READINESS



**National
Alliance of
Business**

A Guide to
Business-Education
Partnerships

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Preface

Business needs workers skilled enough to produce efficiently, and customers literate enough and self-sufficient enough to consume responsibly. This is the "bottom line" reason for business to invest in education; it is simply good business.

This publication was developed as a response to several issues raised in our paper, *Employment Policies, Looking To The Year 2000*. It is a direct response to business' questions: What can we do now? How can we get involved? Where do we start?

The Alliance's own business leadership has urged us to develop this guide. Although there has been continued growth in the quantity and quality of business-education partnerships, clearly, much more involvement and investment is needed. A recent study which surveyed a sample of Forbes 500 company executives reported that 81 percent were pleased with their involvement in public schools. However, we would ask how many of those same Forbes 500 companies are satisfied with the products of these public schools. How many believe that it is acceptable that one of every four ninth graders will not graduate from high school, when Japan graduates 99 percent? How many believe that our high school graduates are fully prepared to be productive workers and responsible citizens? And, how many believe that the million teenagers who drop out each year can participate fully in our society? We cannot afford to be satisfied with our current status. Not yet.

The Fourth R: Workforce Readiness was developed by business, for business. While we encourage educators and job training professionals to read this, our primary audience is business, large and small.

We do not suggest that schools are the source or locus of all problems, nor that business has all the solutions. We believe that schools today exist in a dramatically different world than they did 30-40 years ago. The complex and interconnected problems that schools confront require a fundamental change in the way this country supports and provides education. Increased investment and involvement by the nation's business community is essential.

We believe that the nation needs a second wave of school reform at the state and local level, and that new and expanded business-education collaborations are important vehicles to assist in resolving our education and workforce readiness dilemmas.

The National Alliance of Business recognizes the importance of making the long-term investment in the quality of public education institutions, and we have focused our corporate strategic plans accordingly. *The Fourth R: Workforce Readiness* is central to our efforts to inform the broader business community of the critical need to invest in education at the federal, state and local level, and to emphasize the power that business has to shape its own workforce and its own future.



William H. Kolberg
President
National Alliance of Business
November 1987

Introduction

Reading, writing and arithmetic — these are the traditional “three R’s” that schools are expected to teach, and students are expected to learn. They include communication skills (reading with comprehension, writing and speaking clearly, with a command of vocabulary, spelling and grammar); and math and computation skills. Business needs competent, job-ready new workers who have acquired these basic skills, but to be productive today and tomorrow, *business needs more*. In addition to the traditional “three R’s,” business seeks young workers with the fourth “R,” *workforce readiness*, which includes thinking, reasoning, analytical, creative, and problem-solving skills and behaviors such as reliability, responsibility, and responsiveness to change and to new work requirements.

The Fourth R: Workforce Readiness is a new thrust championed by the National Alliance of Business as part of its ongoing effort to increase business involvement in and support for programs addressing structural unemployment, reducing joblessness, and developing a quality workforce. **The focus of this unique project is to promote business-education partnerships emphasizing school improvement, institutional change and policy reform, and to view such partnerships from a business perspective.**

The premise for *The Fourth R* is that people are our nation’s prime resource and our first responsibility. Investment in human capital will produce the highest yields for our young people, for our communities, and for the nation as a whole. While individual efforts are important, we need collaborative responses to the challenges that lie before us, in order to improve the quality of education, build civic literacy, and create a workforce that can continually adapt to the changes in the workplace.

The National Alliance of Business challenges businesses not yet involved with education to get involved. Businesses already involved must analyze their level of involvement with education, and escalate and expand their investments and partnerships favoring those which bring about systemic educational improvement and policy changes. Partnerships are essential at all levels — kindergarten through grade twelve — and with all types of education — including alternative education programs, vocational education, remediation and literacy programs, pre-school programs, etc. This publication focuses predominantly on partnerships with education that bridge the gap between school and work. These partnerships are a means for businesses to address their own workforce needs and their community’s social policy agenda at the same time.

Clearly, there are other important ways for business to address the changing nature of the workforce and its growing diversity. As the demographics indicate, businesses also face challenges of tapping new segments of the labor force, and will need to undertake additional measures such as developing special recruiting programs, train-and-hire programs, special training for supervisors in managing a more diverse workforce, and special support services such as child care and transportation programs. These issues are beyond the scope of this publication, although they are significant employment policy issues facing business and government.

“Our mission is to be the instigating force, an agent for change, to enable disadvantaged individuals to become productive workers in today’s and tomorrow’s market. In the longer term, we seek to refocus the nation’s educational environment so that it will consistently prepare future Americans to measure up to the larger demands of tomorrow’s workplace.”

John L. Clendenin
Chairman & Chief Executive Officer
BellSouth Corporation

The Fourth R presents information concerning the **consequences for business** of an ill-prepared workforce, and examines the issues of quantity and quality of our workers. With a dwindling entry-level labor force, and the greater need for those available to be workforce-ready, a growing mismatch between workplace needs and worker skills is inevitable between now and the turn of the century unless something is done to reverse the trend. It is clear that many businesses are already facing the labor shortages and skill deficiencies today.

This publication also describes business’ **return on investment** — the benefits which accrue to business and to the community in return for the investment in education. This includes a literate, trained, skilled workforce, a better business climate in the community, and a better national competitive edge in the global marketplace.

It provides a **case study in business-education partnership development**, from which businesses may extract lessons for their own partnership initiatives. It analyzes the critical developmental components and underlying principles which appear to be important ingredients in efforts to bring about systemic educational improvement: 1) a common vision and agreement

on the problem, 2) a history of partnerships upon which a community can build, 3) the presence of a viable business intermediary, such as the Private Industry Council, to help move the young people successfully from school to work, 4) sustained top-level school and business leadership involvement, and 5) measurable, clearly-defined goals that serve as incentives as well as for accountability.

This publication describes the **types of involvement** business can undertake with education, depending upon the level of business commitment, resources, time, and effort. It also provides some guidance on determining the appropriate nature of involvement, given a company's function, organization, and particular resources and expertise. It further presents a business-education partnership **matrix** for a particular business to assess the type of partnership most appropriate to its unique circumstances.

Finally, the Appendix of *The Fourth R* provides **partnership profiles** that are designed to stimulate interest and suggest ideas about **what business can do** through partnerships. These profiles describe successful programs, the partners involved, level of business commitment required, business benefits to be gained, and contact persons for further information. The Appendix also contains an index of all programs referenced in this publication, selected bibliographies on at-risk youth issues and on business-education partnerships, and a listing of organizations and resources that can provide greater detail and technical assistance on the topics covered.

Accompanying this publication, and as part of a comprehensive business/public information plan, the Alliance has developed a companion **videotape**, *The Fourth R: Workforce Readiness*, to further expand on the benefits of business-education partnerships. The tape

features leading business, education and social policy experts describing business' great stake in the quality of public school education, and urging expanded involvement.

"We need systemic change. We have a school system that, in many ways, was designed for a totally different workplace and set of social conditions — 30 and 40 years ago. Today the world has changed dramatically, but we haven't restructured our education and youth support systems."

John E. Pepper
President
The Procter & Gamble Company

The Alliance maintains an updated and constantly expanding **computerized information bank** — the NAB database — containing many profiles of business-education partnerships for school improvement. These profiles describe a range of partnerships including those dedicated to policy, school reform and institutional change, management assistance, teacher training and development, classroom enrichment, special services, and multi-level partnerships.

Finally, Alliance staff is available to provide **individualized technical assistance** to supplement the information in this publication and in the database. Call the Alliance for additional information on partnerships and more specific "how to's."

Through this publication, the videotape, the database, and the available technical assistance, the Alliance hopes to supply answers to business' immediate questions: "What can we do now?" "How can we get involved?" "Where do we start?"

The Business Challenge To Do More

Business needs to look closely at the skills and abilities of today's youth, as they prepare to join tomorrow's workforce. Business needs to ask the following questions:

- Will there be enough young people in the years ahead qualified to fill the jobs that will be available?
- Are the youth of today and tomorrow prepared to take on increasingly complex work assignments?
- If these youth are not ready to meet business' standards, can we afford the increased costs such as greater remediation and training expenses, lower productivity, increased supervisory time, and poorer product quality that will surely result?

Workforce readiness is a matter of both quantity and quality. The dwindling numbers of workers will require that we look among groups of individuals previously ignored, and often considered less ready to work and less productive. In addition, there are certainly problems with our educational system when a high proportion of young people drop out before completion, and many of those who do complete their education lack the basic skills necessary to succeed in the workplace.

A Matter of Quantity: The Dwindling Labor Force

During the 1970's, business could choose to fill its job needs from a relatively large supply of young, entry-level workers. Because supply exceeded demand, business could afford to select the most job-ready, often ignoring dropouts, illiterates, and others less equipped to enter and quickly succeed in the workplace.

However, as our society ages and the birth rate drops, the number of young people available for work is rapidly declining. In 1978, 23 percent of the U.S. population was aged 16 to 24. By 1995, only 16 percent of the population will be in that age bracket. This translates to a decline of about 4 million in the number of young people available for work. Labor shortages are already common in various parts of the country, and "help wanted" signs are appearing in more and more storefronts.

A Matter of Quality: Workforce Readiness

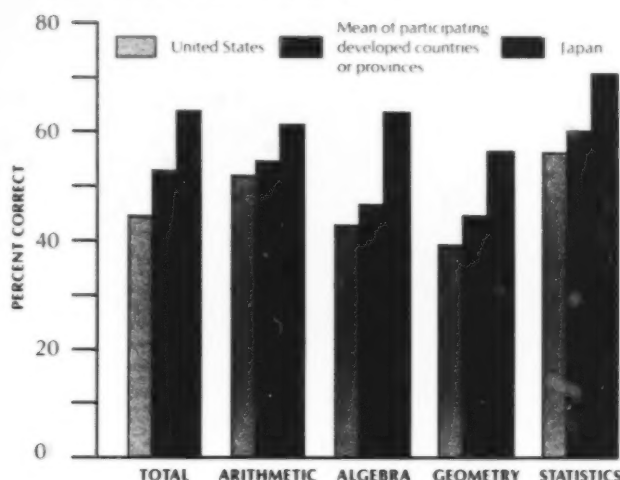
And what about the young people who are available for work? Do they have the basic tools needed to succeed in the workplace? We are finding an increasing mismatch between workplace requirements and workforce readiness:

- The National Assessment of Educational Progress (NAEP) completed an assessment of the literacy skills of young adults ages 21 to 25. Sizable numbers were unable to do well on tasks of even moderate complexity. Three out of five 20-year-olds in our country could not get from point A to point B on a map; three out of five could not add up their bill after lunch and did not know if they were given correct change. And while three out of five could read the lead article in a newspaper, they could not reiterate its salient points.
- In school year 1981-82, the International Association for the Evaluation of Educational Achievement conducted the Second International Mathematics Study in twenty-four developing and developed countries. The groups sampled were taken from 8th grade students or equivalent, and advanced mathematics students in the 12th grade. Without exception, on these international standardized mathematics achievement tests, the United States' performance levels were consistently below the mean, and substantially below the performance levels of Japan. (See Chart 1)
- An increasing number of colleges have found the need for coursework to remedy deficiencies in basic skills of college freshmen. A national survey revealed that in 1983-1984, 82 percent of all colleges and universities offered some form of "remedial" courses or programs to help freshmen lacking the skills necessary to perform college-level work. Of these institutions, the majority reported increases (ranging from 10 to 30 percent) in the proportion of students needing remediation. Twenty-five percent of all college freshmen were enrolled in remedial mathematics, 21 percent in remedial writing, and 16 percent in remedial reading.

These young people are not defined as "at-risk," yet they are not workforce ready. For the "at-risk" population, the mismatch between workplace needs and workforce skills is greater.

The number of high school dropouts, already about a million a year (including dropouts and chronic truants), is increasing. In 1985, about one in four 18-19-year-olds failed to complete high school. For minorities, the statistics worsen. Among blacks, about two-fifths failed to complete high school, and among Hispanics, it was fewer than half.

Chart 1: Performance by 8th grade students on an international test in mathematics: 1982



SOURCE: Livingstone, I.D. "Perceptions of the Intended and Implemented Mathematics Curriculum." A report of the Second International Mathematics Study prepared by the members of the International Association for the Evaluation of Educational Achievement for the U.S. Department of Education, Center for Statistics, June 1985.

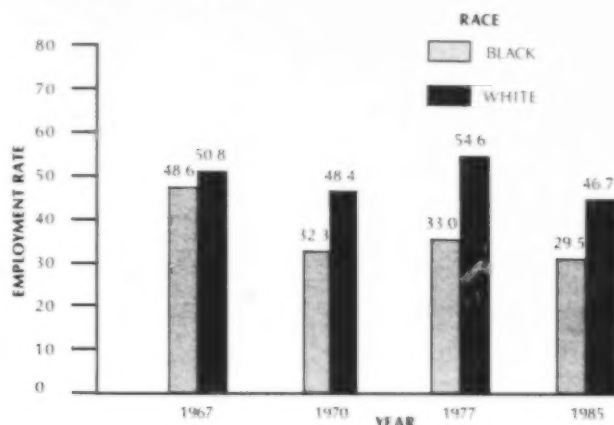
Minority youth unemployment has increased significantly since the 1950's and continues to rise. In 1972, the unemployment rate for black teenagers was 35 percent. In April of 1986, the rate was 43 percent.

Unemployment for dropouts is growing even more dramatically. The Ford Foundation reported that "in the late 1960's, a high school graduate was 30 percent more likely to be employed the fall after graduation than a dropout was; by the 1980's this gap had doubled to 61 percent."

In addition to excessively high rates of unemployment, large proportions of dropouts in the 16-24 age group do not even seek work; therefore, they are not counted among the unemployed. In October 1985, only 68 percent of all dropouts 16-24 were in the labor force. For black dropouts, only 53 percent were in the labor force. Among women dropouts, only about 50 percent were in the labor force.

In 1985, of those who were in the labor force, less than one third of black dropouts were employed, and fewer than half of the white dropouts were employed. (See Chart 2)

Chart 2: Employment rate of black and white dropouts age 16-24 for selected years



SOURCE: Handbook of Labor Statistics, Bulletin 2217, BLS, Table 60, June 1985, and tabulation from the BLS, CPS, October 1985.

A growing percentage of new entrants into the labor market in the balance of this century are likely to be black, immigrants, Hispanic, from single-parent families, or poor. The proportion of 16-24 year olds who are black will grow by nearly a quarter; of the 82 percent of the new entrants who are not white males, almost one third will have grown up in families with only one parent, and nearly one in five will have grown up poor.

Disadvantaged and minority youth, who will constitute an increasing share of the future workforce, are more likely to be functionally illiterate, to drop out of school, to become pregnant as teenagers, or to abuse drugs and alcohol. These problems are interconnected—a teenager misusing drugs or alcohol is likely to have problems in school and in looking for a job. A pregnant teenager is likely to be a dropout, unemployed, and poor.

Nearly half of all black females are pregnant by age 20. White teen pregnancy rates are also soaring. Half of all teenage mothers will never complete high school, less than 40 percent have jobs, and over half end up on welfare. Teenage pregnancies cost the U.S. over \$16 billion a year in welfare expenses alone.

The Workforce Readiness Gap

Employers are increasingly demanding workers who are able to think on their feet and learn on the job, and who possess the basic skills needed to do so. An increasing mismatch is developing between jobs and skills. Many of our nation's largest school systems are populated by a student body which is both minority and poor. As these young people enter the labor force, they are less prepared for the expectations of the working world in terms of skills, attitudes, experience and understanding. As a result they find less opportunity and more barriers in their transition from school to work.

Without fundamental changes and major improvements in the way schools prepare young people, employers will pay an increasingly high price for the educational deficit. They already spend an estimated \$30 billion on formal job training and retraining. While these costs include much more than entry-worker remediation, they are likely to be compounded, as the number of entry-level workers is declining while the proportion of least well-prepared increases.

In addition to higher formal training costs, business also pays a high price for increased remediation, increased supervision, increases in errors, and decreases in product quality. Costs also include the expenses of seeking alternative sources of labor, "de-skilling" jobs, increasing automation, or moving factories off-shore.

The costs to our communities — increases in welfare dependency, crime and unrest; decreases in tax revenues and competitiveness in world markets — are also profound. One study reported that in 1985, the total lifetime earnings lost for the high school dropouts of the 1981 class alone will be \$228 billion, with an estimated tax revenue loss of \$68.4 billion. In 1986, dropouts cost the economy an estimated \$147 billion. And these are just the economic costs.

The costs in human terms are incalculable. Our country's social stability and economic growth in the years ahead rest on our ability to bring all of our young people, and especially those who are at the educational margins, into the mainstream. If we fail at this challenge, we risk the creation of a permanent underclass, poor and dependent, with few prospects for changing for the better their lives or the lives of their children.

The Return on Investment

Business investment in education is more than altruism; it is a fundamental economic and social necessity. Education is a public good, and any investment in it will produce a return for business and for the broader community. What are the benefits? What will you get as return on investment?

"It is clear that the nation as a whole and the business community in particular has a tremendous stake in the quality of public school education. Business is, after all, the major consumer of our schools' products and often bears the cost of remedying the failures of professional educators."

Theodore F. Brophy
Chairman and Chief Executive Officer
CTE Corporation

First, business will get a literate, trained, skilled workforce.

Just as business invests in equipment, plants, and new technology, so too should business see investment in human capital as an investment, rather than an expense. The students who graduate from the local public school system are the pool of entry workers from which business may select. The benefits and savings derived from a better-prepared workforce include:

- Reduced remediation and retraining costs.
- Reduced workplace errors, decreasing supervisory time.
- Reduced need to seek alternative sources of labor domestically, or move factories offshore.
- Increased productivity, product quality.
- Improved understanding of business principles and operations.
- Improved work habits, attitudes and motivation.
- Increased scientific and technical literacy in the workplace.

Second, business will get a better business climate in the community.

The second most often cited reason for a business selecting a particular location is the quality of the schools. Better schools will therefore assist business in attracting quality employees and in attracting additional businesses, thereby aiding local economic development. Among the community-wide benefits that

will accrue to business from educational improvement are:

- Citizens who are self-sufficient, literate and civic-minded.
- Informed, responsible consumers for business' products and services.
- More effective use of tax dollars and community resources.
- More informed public policy decisions by educators and administrators that affect business.
- An increased and more diversified supply of qualified workers from which to choose.
- School personnel and potential employees with improved, updated and upgraded skills, and better information about the world of work and the labor market.
- Better use of educational resources for business staff training, retraining and enrichment.
- Better community relationships for corporate staff, and for the company as a whole.

Third, business will get a better competitive edge in the global marketplace.

American business is losing ground in the world marketplace. Products from Japan and Korea are rapidly gaining market share. These products are high quality and are rapidly replacing ours in world markets. We cannot maintain our standard of living and our international dominance if we are not competitive with the caliber of our workforce, and the cost and quality of our products and services. Among the benefits that provide business with a greater capacity to compete internationally are:

- Increases in numbers of jobs, and decreases in unemployment rates.
- Greater economic growth, development and revitalization.
- Improvements in the trade balance.
- Decreased dependence on other countries to produce essential goods and services.

A Case Study: Lessons in Partnership Development

Business-education partnerships that have had the greatest impact reflect processes and relationships developed over a substantial period of time, in a climate of mutual respect, trust, and civility. Effective partnerships involve mutual need, common goals, complementary skills and resources, parity of power, and yielding on issues of turf.

It is evident that every community is unique, and every partnership experience is different, but there are some common elements in many of the successful partnerships which appear to contribute to their success. The Boston Compact is considered by many to be a leading example of an effective business-education partnership. By examining its history, its accomplishments and the areas requiring improvement, we can extract lessons that may be pertinent for other partnerships. Through this "case study" and through the experiences gained from the Alliance's Compact Project, which is a multi-site replication based on the principles of The Boston Compact, we can identify the developmental components and underlying principles that strong business-education partnerships have in common.

Background and History of The Boston Compact

The Boston Compact as it exists in 1987 represents more than a decade and a half of development. Although the formal Boston Compact was officially signed in the Fall of 1982, it developed out of a decade of court-ordered busing and early smaller-scale business involvement with the schools.

In the early 1970's the crisis in the Boston public schools was nationally known; by 1974 a Federal District Judge ordered a city-wide busing plan to accomplish desegregation. Simultaneously, city school and business leaders put together partnerships linking each of the 18 secondary schools and 25 of the largest firms. The Boston Public Schools, the Greater Boston Chamber of Commerce, and the National Alliance of Business incorporated the Tri-Lateral Council for Quality Education to coordinate these partnerships. The Council Board included deputy superintendents and headmasters from the school system and vice presidents from the firms. Typically, a company would provide a staff member to work one day a week in the school and would donate about \$25,000 in cash and services.

Business interest in education stemmed from both a genuine interest in civic responsibility, and the realization that the city's image was being tarnished and their potential workforce was seriously jeopardized. The young people in Boston's public schools, as well as the large numbers of those who dropped out, lacked the basic skills needed to obtain employment and needed substantial remediation. Private businesses were looking outside of Boston for their entry-level workers.

In 1978, under Title VII of the Comprehensive Employment and Training Act (CETA), Boston's Private Industry Council (PIC) was established. The founding Chairman of the Boston PIC drew to the Board a dozen CEOs from the top tier of Boston business leadership, a group with substantial interest in economic issues and social responsibility. The PIC was an incorporated, decision-making body, operating independently both financially and politically, and requiring the personal participation of corporate CEOs, as well as leaders of major community-based organizations, and the school superintendent. PIC leadership began with a narrow, legislatively mandated focus on training disadvantaged youth, and came to understand that its mission could not be accomplished without close collaboration with the public schools. Thus the PIC board became a forum through which the ideas that later evolved into The Boston Compact could be discussed on a monthly basis among the leaders of business and the schools.

In 1981, the Boston PIC was instrumental in expanding the summer jobs program, and the PIC staff, through a grant from the Edna McConnell Clark Foundation, worked in the schools to help students get jobs during summer breaks and at graduation, and provided coaching, placement and follow-up. These two efforts, the Summer Jobs Program and the Clark Foundation seed-funded Jobs Collaborative, are now encompassed in all of the city's high schools. As a result of the success of these efforts, the PIC was able to assume leadership, earn the respect of the business community and become a trusted intermediary between business and education.

Also in 1981, Robert Spillane became the Superintendent of the Boston school system—the fourth superintendent in 13 months. His prompt, "CEO-style" management actions earned him the credibility and eventual support of the business community.

Frustrated with the lack of academic progress in the partnership schools, the Tri-Lateral Board agreed,

after lengthy debate, that a first-cut measure of school success ought to be that 90 percent of the freshmen graduate, and 90 percent of the graduates go on to further education or find jobs. Neither of these outcomes was being measured at the time. When Superintendent Spillane was asked if he were willing to have the system's performance publicly measured by such a short list of outcome goals, he readily agreed. Since Spillane was a member of the PIC board, the PIC became the logical place for increasingly detailed discussion of the required elements for what became a Compact agreement.

With these elements in place, Boston leadership reached an agreement that the purpose of the school system was to keep young people in school and provide them a quality education that would enable them to go on to work or college. Educators and business leaders agreed that jobs were needed along with a support network to help these youth gain access and make the transition. They acknowledged that the labor market does not function well for low-income and minority young people—neither they nor the employers have adequate knowledge or information about the other.

Business and education realized that there were mutual benefits in working together to improve education and workforce readiness. The next step was to set *measurable goals* for each partner. The first five-year "compact" committed business and education to clearly-defined, measurable results and to the sustained efforts necessary to achieve those results.

The business community committed private sector summer jobs and promised priority hiring of qualified Boston high school graduates in numbers that would increase steadily each year. Specifically, they agreed to expand the existing Jobs Collaborative program from 3 to 6 of the city's 17 high schools; recruit within a year 200 firms pledging to give Boston high school graduates priority hiring status; hire within a year 400 Boston high school graduates; and increase the number of available summer jobs for high school students from 750 in 1982 to 1,000 in 1983.

The schools agreed to improve daily **attendance** by 5 percent per year; reduce the high school **dropout rate** by 5 percent per year; improve academic performance to produce, by 1986, graduates with **competence in math and reading**; improve **college placement** rates by 5 percent per year; and improve **job placement** rates by 5 percent per year. These **five major yardsticks** of the Compact were simple, compelling and easily understood.

The Boston Compact continued to develop. Universities had been partners with Boston schools since the time of desegregation, and had played a major role in the development of the Compact. Roughly a year after the initial Compact signing, a second agree-

ment was signed between 25 area colleges and universities and the schools, committing to an annual increase in student placements and scholarship aid. In December of 1984, a third agreement between the trade unions and the schools was signed.

Encouraged by a renewed sense of hope for improvement generated by the Compact, and based on the realization that school improvement was a long-term effort, other significant parallel activities were taking shape. In 1984, the Bank of Boston initiated the Boston Plan for Excellence in the Public Schools, creating a permanent endowment which the Bank started with a \$1.5 million donation. Within three years, the endowment had grown to roughly \$13 million through contributions by other companies. Today it sustains several major programs:

- John Hancock Mutual Life Insurance Company initiated the Hancock Endowment for Academic Recreation and Teaching—the HEART Program—with a \$1 million endowment.
- The Bank of New England funded a grant of \$300,000 for the Teacher Fellowship Program.
- The New England (formerly New England Life Insurance Company) donated a \$1 million endowment in 1985 (which has since grown to nearly \$6 million through fund-raising efforts in the Boston business community) for the Action Center for Educational Services and Scholarships (ACCESS). ACCESS provides tuition counseling and ensures scholarship aid to Boston public school students qualifying for college.
- Goodwin, Procter & Hoare, a Boston law firm, donated \$1 million for early childhood education in Boston.

These grants are administered through the Boston Foundation which has lent its support and credibility to The Boston Compact experience.

In 1986, Boston University, the Boston public schools, the Boston Foundation, and the Bank of Boston created a Leadership Academy for Boston principals and headmasters to provide systematic and effective training for school administrators.

The Greater Boston Chamber of Commerce has lent its energies toward enlisting the aid of its member companies for Compact activities. School Volunteers for Boston, a corps of some 3,000 unpaid volunteers, has continued its work in support of school and partnership programs and efforts. The Cultural Education Collaborative, an organization that brings the arts into the schools, provided counsel to Compact planning. The political leadership of the city, Mayor Raymond Flynn, and the new Boston School Superintendent, Laval

Wilson, are providing their support and leadership to the effort. In short, the list of involved individuals and organizations is extensive, and involves virtually every segment of the city.

While The Boston Compact has met many of its targets, the main goal of the Compact, significant academic improvement for public education in Boston, has yet to be accomplished. With school committee approval of Superintendent Wilson's detailed plan for improvement in June of 1987, the pace of improvement is expected to accelerate. A reading test for graduation has been in effect since 1986.

On the dropout issue, the gravest weakness of the system, no system-wide progress has been made as yet. However, for a 1986 conference on the dropout problem, the system developed an official measure of dropouts—43 percent—for the class of 1985 freshmen enrollment through graduation. While deeply disturbing, this number is about on a par with other urban school districts.

To reduce the dropout rate, the school system and the PIC developed a program of team teaching, with special counseling assistance for incoming ninth graders who were substantially behind in reading. Compact Ventures, as this program is called, reduced the dropout rate for freshmen at Dorchester High by 50 percent in its first year.

Following the May 1986 conference, the Superintendent and the Mayor announced a five-year plan to halve the 3,000 students who drop out of high school each year, and to increase the number of dropouts served by alternative education programs. An initial \$2 million was committed to this effort.

Results of The Boston Compact

In October 1985, a national survey by the Bureau of Labor Statistics found a 19 percent unemployment rate for high school graduates, a 50 percent unemployment rate for black high school graduates, and a 36 percent unemployment rate for white high school dropouts.

The 1985 and 1986 Boston public high school graduates were surveyed by the PIC and the School Department to learn what happened to them six months after graduation. With nearly 80 percent responding, the findings are as follows:

Status	Percent	
	1985	1986
School Only	29%	29%
School and Work	21%	26%
Work Only	38%	35%
Military	3%	3%
Not Working	7%	5%
Other	2%	2%

This means that 91 percent of the 1985 graduates and 93% of the 1986 graduates have gone on to higher education, a job, or to the military. Given Boston's 74 percent minority student population, these are impressive results.

In Boston (an inner-city school system with predominantly low income students), the employment/population ratio for white graduates in the 1985 graduating class was 62 percent, compared to 52 percent for all U.S. graduates. For black graduates in Boston, the employment/population ratio was 60 percent, almost the same as for white Boston graduates, and 32 percent-age points higher than that for all black U.S. graduates. These positive results are due in part to the strength of the Massachusetts economy, but even in that context, the results are impressive.

The private sector has increased and exceeded each of its pledges under the Compact. The number of summer jobs has grown from 125 in 1981, to 852 jobs in 1982, to almost 2,600 in 1986, to 3,000 in 1987. The number of full-time jobs has grown from 400 for the first group of graduates, to almost 1,000 in 1986. The average hourly wage for these placements in 1986 was \$5.43. The number of companies involved in the Compact has grown from the original goal of 200 to 614 in 1986.

Because of its success, The Boston Compact has become a national model for business-education partnerships that seek to bring about systemic change and institutional improvement. What are the lessons that can be drawn from Boston's experience? And what were the ingredients and necessary pre-existing conditions that formed the climate for such an agreement? Following are the lessons and principles that appear to be important for other communities seeking to replicate The Boston Compact model, or to learn from it.

Lessons from The Boston Compact

It is not possible to provide a magic formula for success, or to prepare a simple "how-to" manual to recreate The Boston Compact in another city. However, the founders of The Boston Compact (as well as the researchers and education, training and employment experts who have studied Boston's experience), draw similar lessons from their experience in partnerships and school-to-work transition. Several of these founders serve on a Steering Committee to share their expertise and the lessons learned to assist the National Alliance of Business in selecting and working with several other communities that are developing their own Compacts, based on the principles of The Boston Compact.

While there are no rules about how many of these factors are "required," experience to date indicates that the more these conditions are present, the better prepared a community is to develop a Compact-type, community-wide partnership.

First, Boston had a generally-recognized crisis situation, a **common agreement about the critical nature of the problems, and a common vision for the future.** An agreement that there is a problem and an agreement about the priority areas that require attention are important since the Compact is built around specific, measurable goals. What are the most pressing short-comings business is finding in its entry-level workforce? Who are the young people "at-risk" of not successfully completing their education: those two or more grades behind? Teenage parents? Present or potential dropouts? These are questions that require local consideration and agreement.

Second, Boston had a **history of business-education collaboration.** Other partnership efforts were already underway, and the business community and the schools had already developed some mutual trust. They could build on these existing partnerships and networks to solve problems that no one sector could solve alone. This history of partnership experience enabled the partners to move to the next level of systemic change. We believe that this is a critical step for all communities to take in building a Compact-type agreement.

Third, in Boston's case, there was the **presence of a viable business intermediary,** in this case the Private Industry Council. Just as the school system has in place a governance structure and an organizing mechanism to deal with system-wide issues, it appears that a similar mechanism is needed to galvanize and organize the business community. In some communities, it may be

the Chamber of Commerce, or whatever local predominant business organization exists. In many communities, the Private Industry Council can be the brokering organization because it represents a diversity of interests, it has a mandate under the Job Training Partnership Act, and it has the staffing and financial resources to commit to such an effort.

Fourth, Boston could boast a **top leadership of the business community and the schools committed** to school improvement. This included a financial commitment, as well as the promise of time and human resources to work on the problems. This executive-level commitment is essential to motivate and stimulate others to participate, to expand the scale of the efforts, and to communicate the importance of the effort to the broader public.

Fifth, this **commitment was sustained and maintained over time.** The Compact was not merely an agreement or a bargain. It was also a strategy and a plan or framework for all of the partnership efforts, encompassing both a short-term and a long-term agenda. The parties to the compact recognized that there was no "quick-fix" to problems that had developed over decades. The long-term approach means that the partnership must be sufficiently flexible to adapt as needs and circumstances change, and must expand slowly and carefully. The short-term agenda must include actions that can begin to show some results, and that can develop the potential for sustained financial support. Over the five years of initial development in Boston, various mechanisms and endowments were put in place to continue the efforts. The business community, the foundations, and the other community organizations with resources to contribute approached the Compact as an investment, rather than an expense.

Sixth, the **measurable, clearly defined goals** served as a reward and an incentive, a quid pro quo agreement, and a method of public accountability. Each side can measure the other's contribution, as well as its own. The goals must be sufficiently high to be a challenge to each of the parties, but not so high as to be unrealistic. In addition, while the natural tendency is to tackle everything at once, it is important to set a limited number of goals that everybody can understand—the schools, the business community, elected officials, the students, and the media. The five goals of The Boston Compact (improve attendance, raise test scores, reduce dropouts, and increase job and college placements), committed each party in writing, measured their progress and held them publicly accountable.

Notwithstanding all the changes in the developmental process, the Compact maintained its focus on

the related goals of improving the public schools and young people's workforce readiness. The strength of this focus alone has permitted it to withstand changes in leadership, internal and external criticism and some failures along the way. Any initiative of this magnitude must be prepared to take some risks and can expect some failures along with the successes.

The Compact enabled separate new initiatives to develop, and then connected them under a common umbrella. This ability to **move initiatives from the margins to the mainstream**, from individual pieces to an institutionalized process, is the difference between the lower

and the higher levels of partnership. The Compact fostered many more partnerships, building on each previous success, expanding steadily so that *the ultimate goal is not to run good programs but to solve structural problems*. The Compact brought institutions into different relationships, and changed these institutions in the process. The schools and the business community developed a new civic behavior, a new way of doing business. Business leaders expect to take an active civic role, and have learned that their efforts to organize jobs for young people will give them the credibility needed to push for reform in the schools.

The Fourth R: Workforce Readiness

Types of Partnerships

Every publication on the subject of business-education partnerships has a different way of categorizing or describing the types of partnerships that can be developed. *The Doable Dozen*, by Cynthia Shelton, separates partnerships into twelve categories. The Regional Laboratory's book, *Business-Education Partnerships: Strategies for School Improvement*, distinguishes types of partnerships by stages of partnership development—support, cooperation, and collaboration. Some break it down by setting—urban, suburban, and rural. There is no "one right way."

"No single entity can do it all — not business, not the voluntary sector, not government. But if we all pool our resources, build on our different strengths and expertise, and work together in creative partnerships we can resolve the workforce problems that threaten our prosperity."

Louis V. Gerstner, Jr.
President
American Express Company

The difficulty of applying any categorizing system is clear—many partnerships defy categorization, or are hybrids. Partnerships generally start small, and many develop over time, and through sustained hard work, into more complex, comprehensive initiatives. Often, the more sophisticated partnership efforts begin quite modestly, and do not aim initially at more than limited, project-specific activity. Many then build on a progression of successes, increasing their credibility, investment and trust among the partners. Over time, they broaden their agendas and the numbers of partners involved, taking on increasingly difficult problems on many levels at once, becoming multi-dimensional.

For purposes of clarification, the following examples of partnerships have been divided into six broad levels. The multi-dimensional partnerships can be found at any and all of these levels. Each level on the continuum, from bottom to top, represents an increasing amount of business involvement and investment, and an increasing impact on total system improvement:

Level 1.	Partners in Policy.
Level 2.	Partners in Systemic Educational Improvement.
Level 3.	Partners in Management.
Level 4.	Partners in Teacher Training and Development.
Level 5.	Partners in the Classroom.
Level 6.	Partners in Special Services.

LEVELS OF IMPACT ON EDUCATIONAL SYSTEM



The higher the level of involvement and investment in education, the greater the opportunity to bring about lasting improvements in education, and the greater the likelihood of significantly improving the workforce readiness of our nation's youth.

While there are varying levels of involvement, and all are important, the large-scale, more intensive levels are what are needed. They create the potential for sustained commitment to addressing and solving the problems, and the potential for systemic changes that will move partnerships from the margins into the mainstream.

We challenge businesses not yet involved to get involved. Businesses already involved with education must analyze their level of involvement and escalate and expand their investments toward those which bring about systemic educational improvement and policy changes.

Following are descriptions and examples of partnerships at each of these levels. Further information on each program or partnership referenced in the text is provided in an index in the Appendix, and is available through NAB's Clearinghouse.

Level 1. Partners in Policy. Policy partnerships are collaborative efforts at the national, state, or local level, among businesses, schools, and public officials that *shape the public and political debate, bring about substantive changes in state or federal legislation or local school governance and affect the overall direction of the educational system.* Often businesses and Governors can have as much, or more, impact than educators at this level because the locus of activity is generally broader than the schools alone, and an external catalyst can often provide the needed political constituency and influence. Policy partnerships are most effective when linked to specific follow-through efforts aimed at systemic or institutional change.

The **Committee for Economic Development's** national policy statement, *Children in Need: Investment Strategies for the Educationally Disadvantaged*, urges policy leaders to move beyond the traditional boundaries of schooling to improve the way the disadvantaged are educated. The **California Business Roundtable** and **Wisconsin's Parker Project** each produced new legislation to improve education in their states; **ABC/PBS Project Literacy, U.S.**, and the **National Collaboration for Youth's** program, *Making the Grade*, are two examples of a broad national campaign or program which involves business, foundations, and public or non-profit organizations working toward policy change; the **William T. Grant Foundation's** Commission on Youth and America's Future is developing and disseminating a series of studies to influence policymakers. **Portland, Oregon** created a community-wide investment plan; **Cincinnati's CASE** (Cincinnatians Active to Support Education) is a group organized to support a tax levy for the schools for needed improvements, such as making teachers' salaries competitive with surrounding school districts. These partnerships generally require a strategic alliance among the highest levels of leadership to create a vision, support bold innovation and convince others that they have a financial and human resources stake in public education.

Level 2. Partners in Systemic Educational Improvement. Systemic educational improvement partnerships are those initiatives in which businesses, education officials, and other community leaders *identify the need for reform or improvement in the educational system, and then work over the long term to make those major changes*

happen in the system. These partnerships generally affect a large number of youth, combine and channel resources in a different way, and bring about lasting institutional change.

Businesses generally work with other community leaders through Private Industry Councils, education and employment councils, community or regional consortia and city compacts or alliances. These coalitions assess the community's and the students' needs, and the local or regional economic development and labor market needs, in order to plan strategically and implement needed school improvement efforts. In some instances, education improvement is synonymous with school reform; in other cases, a total overhaul of the system may not be what is required.

The **Boston Compact**, and similar efforts in **New York City, California, Minneapolis, Atlanta, and Bridgeport, CT**, are examples of this level of partnership. The Alliance's Compact Replication Project, begun in 1986 in **Cincinnati, San Diego, Louisville, Albuquerque, Indianapolis, Memphis** and **Seattle**, seeks to foster community-wide partnerships to achieve systemic changes. The Greater **Hartford** Chamber of Commerce has promoted multiple school-business-community collaborative projects for educational improvement, as has **Wisconsin's** Education for Employment program.

While each initiative is different, they all have several features in common—they focus on system-wide performance, they work on a significant scale, and over the long term. They all establish measurable goals and bottom-line objectives, and they each focus on the relationship between improving education and preparing young people for productive and self-sufficient lives.

Level 3. Partners in Management. Management assistance partnerships provide school officials with *management support and business expertise in a broad range of areas.* Some management partnerships address administration and organizational reform in matters such as increased principal or teacher autonomy, labor management relations, flexible personnel and incentive systems, purchasing efficiencies and plant and equipment issues. Others address such areas as management information systems, strategic planning and goal setting, legal, insurance, finance, accounting and tax assistance, organization development, performance standards and productivity, public relations and school building management.

The **South Carolina Administrators' Leadership Academy** identifies businesses which are willing to

permit school administrators to participate in their management training programs. Banks, utilities, manufacturers, and other businesses provide free technical assistance and training programs in time management, communication skills, problem analysis and decision making, effective writing and meeting skills, and other areas of management. **New York City's High School Principals' Center**, funded by the New York State Education Department, the New York City Board of Education and the consortium of five universities within The New York Alliance for the Public Schools, provides leadership and management skills through retreats, site visits and conferences. Burger King Corporation's **In Honor of Excellence Program** recognizes outstanding teachers and principals and sponsors their participation in a five-day symposium.

Level 4: Partners in Teacher Training and Development. Businesses involved in teacher and counselor training and professional development provide *opportunities for school personnel to update, upgrade, or maintain their skills* (for example, to learn the latest developments in science or mathematics), *or learn more about the labor market, industries and businesses in the community, workplace needs and career opportunities.*

Teachers and guidance counselors will be better able to understand the expectations of business, develop curricula and methods of instruction that are based on these workplace needs, and guide and counsel students about their potential career options and opportunities. Professional development for school personnel can be in the form of classes, conferences, seminars or workshops, internships or faculty-executive exchange programs, in-service training, or financial support for opportunities for outside training and development.

Many such partnerships exist throughout the country. **New Hampshire's Corporate Council for Critical Skills** prepares teachers to teach critical skills to their students. The General Electric Foundation's **Educators in Industry Workshops** provide educators with summer programs to raise their business awareness. The Pinellas Sun Coast Chamber of Commerce's **Educational Excellence** program prepares classroom teachers to incorporate economics into their curriculum. **IMPACT II**, a teacher networking program, enables schools and teachers to package and disseminate effective classroom programs in 22 sites across the country. Funding comes from school systems, corporations, and local foundations, including the Exxon Education Foundation and the Metropolitan Life Foundation. "Where Have All The Teachers Gone?," a 30-minute documentary film addressing the teacher shortage crisis, and the "Teachers Catalog of Creative Program Ideas" are two IMPACT II

projects that have been funded by the Metropolitan Life Foundation.

Level 5: Partners in the Classroom. Classroom partners are *business volunteers who improve the learning environment by bringing their business or occupational expertise directly into the classroom for students and teachers, or bringing the classroom to the business.* The activities are planned and coordinated with the school staff, generally are tied to the school year or semester and can focus on the needs of the school or of the individual students.

Classroom partnerships involve business people serving as role models, tutoring or mentoring students, teaching courses or lessons, or serving as guest speakers, sponsoring field trips or extracurricular clubs, providing career-specific materials for the curriculum, sponsoring special remedial or computer-assisted instruction, etc. These partnerships are often the kind provided through the basic **Adopt-A-School** or **Join-A-School** programs that are springing up throughout the country in almost every major city. **Nashville** and **Memphis** have adopt-a-school programs in every public school, as do many other communities.

The **Security Pacific National Bank** in Los Angeles uses bank employees as teachers for classes to train high school students and some adults for entry-level banking jobs. Through the **Primerica Foundation** and major industrial security firms, students in **New York, Cleveland, Baltimore** and **St. Louis** get classroom training and jobs as security officers. In **New Jersey**, **RCA** sponsors a special program for minority high school students who have strong math skills and an interest in engineering. The **"I Have A Dream" Foundation**, started by Eugene Lang in New York City and now operating in two dozen cities nationwide, provides guaranteed college tuition and academic and moral support to poor black, Hispanic and other disadvantaged youth.

In **Houston**, businesses adopt schools and aid them through tutoring, teaching assistance, and special projects. The activities of **Tenneco, Inc.** are designed to reduce absenteeism and the number of dropouts, increase student achievement and provide a positive view of the work world and business. **Shell Production Research** employees teach computer languages to gifted students, lecture in scientific areas and update science teachers.

Level 6: Partners in Special Services. Special service partnerships provide *short-term, project- or student-specific activities or resources to help with a specific problem or need*, such as awards, recognition programs, scholarships, and other incentives, professional memberships, fundraising, donating or sharing equipment or educational material, sponsoring career fairs or book fairs, hosting receptions, sponsoring student teams, etc. These partnerships can include both financial and staff support, but are generally shorter term, are confined to one school, one teacher, or one class, and they involve less business time and money.

Metropolitan Life Insurance Company produced "**Working**" a music video to teach young people how to get and keep jobs. A companion teachers' manual was written by the New York City Board of Education. Over 3,000 copies of these video kits have been given to public high schools in the 50 largest cities in the country, as well as major non-profit job training organizations.

Multi-Level Partnerships. These partnerships are the hybrids that cannot be characterized by any one level of involvement. They are generally multi-purpose, multi-partner, and multi-site, and encompass one or more levels of involvement. Many large companies are involved at several levels in one or many cities, for example, IBM's adopt-a-school program in **Houston, Texas**, school computer literacy program in **Lexington, Kentucky**, Partners in Education effort in **Burlington, Vermont** and Summer Jobs Program in **New York City**. They may be efforts sponsored by one or more major civic and business organizations, involving significant numbers of businesses in the community, as in **Baltimore's** multiple partnerships including Blue Chip-in, The Partnership and others.

The **Jobs For America's Graduates** program works to create and operate statewide school-to-work transition systems based in the nation's public schools, and supervised and supported by leaders from business, government, labor, and major community organizations.

Determining the Nature of Business Involvement

One way to determine how a business might best become involved with education is to consider the company's predominant function, overall organization, and general comparative advantage or niche in the

marketplace. This way, a business may start in the area it knows best, where it has the greatest degree of comfort.

The four major functions which a business performs—production, finance, marketing, and administration—may be a useful framework for considering the nature of partnership involvement. If a business is concerned primarily with the **production** of materials and/or services, its greatest contribution may be in providing full-time or summer jobs, cooperative education, work-study or internship opportunities. This will provide a benefit to the business of a ready workforce at the same time that business is providing a valuable contribution to the quality of education.

"Small business can and must play a powerful role in improving education in their communities. The products of the local school system are the future employees of small businesses, as well as being future consumers. And, more importantly, they are the future citizens and community leaders, shaping the environments in which we live."

John E. Sloan, Jr.
President

National Federation of Independent Business

If a business is predominantly concerned with **finance**—generating assets through income on sales, debt, or stock, it may be best equipped to assist by providing matching funds, establishing endowments, providing seed capital, or securing corporate donations of equipment, instructors, or space.

If a business is primarily involved in **marketing**—making the consumer aware of products and/or services (advertising), selling and distribution, and meeting consumers' needs, it may consider its first area of involvement in helping to provide needs assessments, public relations assistance, preparation and publishing of reports, dissemination services, or recognition and incentive programs.

If a company's primary function is **administration**—personnel management and development, management information systems, accounting, legal, or inventory services, it may be well suited to provide assistance in contracting, monitoring, budgeting, fiscal controls, annual planning, management training and development, the use of technology, including computers, and other administrative functions.

The nature of business involvement might also be based on what the business can trade with other

partners (for example, jobs, resources, information, recognition, incentives, services), and what it would like to receive in return. What would be of greatest value to the business—additional business allies, enhanced visibility in the community, greater political influence, a skilled workforce?

Certainly, the nature of business involvement with education is not limited by these factors. However, in considering the best use of a particular company's resources, these factors may provide a starting point.

The Business-Education Partnership Matrix

A matrix of business-education partnerships best illustrates the various levels of involvement and investment that businesses can make in partnership activities. The top of the matrix is the highest level of involvement and investment, and each subsequent option requires incrementally less investment. The higher the level of involvement and investment, the greater the opportunity to bring about lasting improvements in education, and the greater the likelihood of significantly improving the workforce readiness of our nation's youth.

Businesses that are new at developing partnerships can determine the level and scope of activity desired. Businesses experienced at business-education partnerships can assess their current level of involvement, and examine the next higher levels that can be reasonably achieved within time, staff, and other resource limitations. The size of the business does not necessarily determine the most appropriate type of partnership.

The matrix describes, for each level of partnership, the activities that are typical for that level, the amount and type of staff and financial resources required, the commitment and leadership required of top management, the locus of activity, the general scope of involvement and investment, and expected results overall.

Partnerships can function at many levels, and all are important, but far-reaching change requires special comprehensive activities, and long-term commitment. Business people must work with educators to develop long-range agendas for the schools, establish objectives and develop plans that achieve needed levels of workforce readiness. These plans must build in the contributions that business will need to make to help the schools reach their objectives.

Business-Education

LEVELS OF PARTNERSHIP

TYPES OF ACTIVITIES

AMOUNT AND TYPE OF RESOURCES

LEVEL 1: POLICY

National or State Legislative Task Force or Lobbying
Political Action Committees;
Serving on State Legislatures, State Job Training
Coordinating Committees, Private Industry
Councils, School Boards, City Councils;
Providing Testimony, Speeches, Leadership Meetings;
Publishing Policy Statements, Reports;
Conducting Broad Public Information Campaigns

Substantial, sustained, long-term financial and executive leadership commitment and support (to ensure follow-through), in amounts usually afforded by the nation's largest corporations and foundations. But committed smaller employers are also essential. Resources must be matched by educational and community resources. Ultimately, implementation of policy changes will require more resources from federal, state and local government and the private sector, or a radically different way of combining and channeling resources.

LEVEL 2: SYSTEMIC EDUCATIONAL IMPROVEMENT

Community Compacts, Contracts, Investment Plans, Alliances, Consortia;
Activities Implemented by Chambers of Commerce or Other Major Business Organizations or Associations;
Development and Dissemination of Publications, Research, Demonstrations, Evaluations;
Technical Assistance, Brokering, Networking, Facilitating Roles

Substantial, sustained, long-term investments of financial and executive level resources and support, usually matched equally by the education and community partners. Small businesses can have greatest impact by joining other businesses in working coalitions. Businesses can provide full-time or summer jobs, internships, work-study, or cooperative education opportunities, as leverage to bring about educational improvements.

LEVEL 3: MANAGEMENT

Providing management support and business expertise through Adopt-A-School or others in Strategic Planning and Goal Setting, Management Information Systems, Personnel Management and Development, Legal, Insurance, Finance, Accounting and Tax Assistance;
Organization Development;
Performance Standards and Productivity;
School Building Management, Physical Plant Improvement;
Computer or Equipment Purchasing

Investment/involvement can include a wide range of financial, managerial, and physical equipment and services. Usually, business' employees are actually involved in the development, delivery, and follow-up.

LEVEL 4: PROFESSIONAL DEVELOPMENT

Classes, Conferences, Seminars, Workshops, Institutes, Retreats, Inservice Training, Internships or Faculty-Executive Exchanges, Outside Training and Development, Visits to Other Schools, Corporations, Orientations to the Labor Market, World of Work, New Technological Advances;
On-site Consultations;
Grants for Supplemental Training or Sabbaticals, Temporary Employment of School Professionals in Business;
Activities often provided through Adopt-A-School Programs

Resources that are required may vary within a limited range of human, financial, and physical resources, depending on the size and scope of the activity.

LEVEL 5: CLASSROOM

Role Models, Mentoring, Tutoring of Students, Serving as Teachers, Guest Lecturers, Sponsoring Field Trips, Extracurricular Activities, Providing Career-Specific Materials, Curricula, Providing Remediation or Computer Assisted Instruction;
Participating in Adopt-A-School Programs

Varied amounts of staff and resources are required, but the overall investment is generally modest. Large and small businesses are equally likely sources of support in this area.

LEVEL 6: SPECIAL SERVICES

Awards, Recognition Programs, Scholarships, or Other Incentives;
Fund-raising, Hosting Receptions;
Donating or Sharing Equipment or Educational Material;
Sponsoring Career or Book Fairs;
Sponsoring Student Teams, Clubs, Trips or Activities;
Providing Financial Support for Specific Projects;
Participating in Adopt-A-School Programs

Generally minimal corporate time and financial support are required.

Partnership Matrix

COMMITMENT AND LEADERSHIP OF TOP MANAGEMENT

LOCUS OF ACTIVITY

SCOPE OF INVOLVEMENT AND INVESTMENT

Requires CEO, highest levels of corporate management, and staff support and involvement, including substantial time investments to serve on policy task forces, governance bodies, provide leadership, speeches, reports, public information

United States Congress, State Legislatures, State Job Training Coordinating Committees, Private Industry Councils, City Councils, School Boards, Professional Business Associations, Business Roundtables, Chambers of Commerce, etc.; Corporate Legislative Offices, Corporate Public Relations Offices

Broadest scope of involvement and investment to push for education as a priority, legislative changes, coordination of organizations and resources. Requires leadership to take action and to influence/catalyze others. Longest term agenda, 5 years and beyond for follow-through activities. Highest return on investment.

Requires CEO and top management commitment and leadership, as well as follow-through on a long-term basis by executives and employees, to work through the process of establishing relationships, building trust, and developing and implementing long-term plans for institutional change. Commitment required to provide full-time or summer jobs, internships, work-study, cooperative education, or vocational exploration

State Legislatures, State Job Training Coordinating Committees, Private Industry Councils, Industry-Education Councils, Business-Education Alliances, Community Consortia or Compacts, Advisory Committees, City or County councils, City or County governments, Public School Systems, School Boards

Broad scope involvement/investment in planning, implementing and evaluating school improvement efforts. Requires long-term agenda, 3 to 5 years and beyond. Large scale projects requiring broad coalitions, maximum coordination affecting large numbers of youth, combining and channeling resources differently to solve the community's problems.

Top management support required. May or may not involve their own personal time and effort. Broad corporate initiative and strong involvement of employees at all levels to share management and business expertise, labor market information, and exposure to the work world.

Local Boards of Education, Public School Systems, Corporate Headquarters or Plant, Outside Training Facilities, Colleges and Universities, Proprietary Schools, Individual Schools

Requires 1- to 2-year commitment. Activities may be large, medium or small in scale. Partners share in planning, coordinating, implementing and evaluating activities.

Senior management support required. May or may not involve their own personal time and effort. Line managers, supervisors and staff can participate actively. There is a role for large and small businesses.

Teacher Training Institutions, Colleges and Universities, Teachers' Unions, Professional Associations, Corporate Physical Plants, Individual School Classrooms

Requires 1 month to 1-year commitment. Activities are generally shorter term, usually small or medium in scale. May be implemented by an individual company with the schools or may be part of a formal program for professional development.

Senior management concurrence may or may not be needed. Employees may undertake these activities individually or collectively. Businesses of all sizes may participate.

Business Offices or Plants, Individual Schools, Individual Classrooms, Individual Students

Generally requires minimal investment or involvement, generally short term in nature, covering one or more semesters, or one or more classes.

Senior management concurrence may or may not be required. Employees may participate individually or collectively.

Business Offices or Plants, Individual Schools, Individual Classrooms, Individual Students

Generally one-time, short-term, project-specific activities affecting one school, one class, or one student.

The Role for Business in Developing The Fourth R

The lessons learned by studying the different types of partnerships nationwide can be condensed into a few general principles, which can be transferred to your town and your business:

1. **All businesses, large or small, have a stake in the quality of public education.** Employers must see education and training as essential to their productivity and competitiveness. This not only applies to businesses which hire high school graduates—business involvement in the schools is equally important for those companies that hire college graduates. The same factors contributing to the decline in quality of high school education are affecting the quantity and quality of college graduates.

"What can business do? The answer to that question can be summed up in two words — become involved."

Theodore F. Brophy
Chairman and Chief Executive Officer
GTE Corporation

2. **Business has leverage to bring about change.** Business has a critical role to play, beyond its in-house training responsibilities, as a partner in assuring the quality of public education. With its ability to bring additional leadership, financial and human resources, and jobs, business can be a catalyst to bring diverse interests together collaboratively, and leverage its resources to effect educational reform.
3. **The more difficult side of the partnership is probably education's.** It is much more difficult to reform the schools and bring about lasting institutional change than it is to set hiring goals. Business should acknowledge this, and recognize those educators who are doing an excellent job.
4. **Smaller individual efforts can become part of a broader scheme that can build to greater results.** Individual businesses find they can have a more meaningful role by joining with others experiencing similar problems who wish to overcome them. Small businesses can join with groups of other small businesses, or in coalitions of businesses in a community, to work more comprehensively with the educational system. **Private Industry Councils** are a powerful vehicle for uniting many businesses to achieve broad-

"To make these partnerships work, we as CEOs must insist that our senior managers get involved — encourage them to serve on school boards and Private Industry Councils — offer staff resources, equipment, logistical support — and certainly we should ask our own management to provide jobs. We must give hope to our youth that they do have a future."

James E. Burke
Chairman, Chief Executive Officer
Johnson & Johnson

gauged objectives. Schools are generally receptive when business offers jobs, financial or staff support, but they are particularly receptive when the business community rallies in a unified, coordinated fashion, rather than undertaking individual, piecemeal efforts.

5. **Communities must determine their own priorities and needs.** For example, some communities may determine that pre-school and early childhood intervention are their primary priorities. Others may wish to strengthen their efforts in the middle school or junior high schools where it is often possible to identify youths who need specialized attention in order to keep them in school.
6. **Generally, the locus of the partnership should be the school,** the only institution that all young people are required by law to attend and therefore it has the potential to reach and influence young people over 10-12 years of their lives.
7. **Business can be the initiator in developing the partnerships, and in mobilizing others** to join in the efforts, if educators have not already asked business to commit to working with them. Businesses have a bottom-line interest in the employability of these young people and in their "workforce readiness." Businesses are able to apply their own human and financial resources and leverage additional quantities to help schools improve their responsiveness to rapidly-changing labor market demands.
8. **Issues of "turf" or ownership will jeopardize the partnership.** Business leaders and communities may resist entering into partnerships they didn't originate. Partnerships intended to bring about institutional change cannot be created if businesses insist on

individual "ownership" of an idea or project. Business cannot afford to fall into the usual "N.I.H. Syndrome" — Not Invented Here. If business is unwilling or unable to give up its vested interest and work toward the collective goal, the partnership is likely to fail.

9. Partnerships will only work if the relationships are interdependent, and if both sides can see the benefits they will gain. It is important that the business community is not seen as "solving" the problem, nor owning it. Business cannot do everything, but it can accomplish some very important things. Each side may need to overcome its own prejudices and barriers toward the other partners, and the process of building trust will take considerable time.

Certainly, business cannot afford to make education its full-time business. However, business can play a role by identifying the skills and behaviors needed for workforce readiness, identifying their problems with the readiness of students in the community, and providing incentives and resources to assist the schools to produce job-ready young people.

"We are not just partners in this venture — we are a powerful partner. If business-school partnerships achieve substantial results over the long haul, we may deserve half the credit. If they fail, we may deserve more than half the blame."

William Woodside
Chairman of the Executive Committee
Primerica Corporation

Assessing the Community's Needs

The partnership process requires a significant amount of planning, both long-term strategic planning and short-term operational planning. It is important to know who the players are, and to gather the data and information needed to make decisions and take actions. The school superintendent and the involved CEOs must participate and be involved from the outset in assessing needs. Following are some questions to guide business in assessing needs, assessing resources, and becoming initially involved, or further involved, in partnerships with education.

Questions to Consider in Forming Business-Education Partnerships

1. Do you know the name of your school superintendent, the chair of your school board, and the other key community leaders who may be needed to work with you?
2. How many young people in your community graduate high school each year and enter the labor force?
3. What percentage of your school's graduates are functionally literate?
4. How does your school system define and count "dropouts"? What is your community's dropout rate, and how does it compare to the national average?
5. What educational programs exist in your community to serve the dropout?
6. What special programs and services exist for those students at risk of dropping out or of failing in school?
7. What kinds of linkages exist between school programs and supplemental training, remediation, employment, and other programs?
8. What other businesses are involved with the schools and what is the nature of their involvement?
9. Does your community have any joint-school or school-school programs, and if so, who runs them?
10. Which are the largest employers in your labor market area, and what types of occupations are most in demand?
11. How do the young people in your school system view available job opportunities?
12. What is your community's unemployment rate, and how does it compare with the national average? What about youth unemployment? Minority youth unemployment?
13. On what advisory boards, or boards related to education, does your company participate? How is your company currently involved with the schools?
14. How many public high school graduates does your company hire per year? What percentage of time is spent in supervising your entry-level employees, or providing remediation? What is your turnover rate?

It is not necessary for business to have the answers to all of these questions before taking any action, nor is it necessary for business to attempt to gather this information alone. Many resources already exist that possess the kinds of information that would help business learn the answers needed. These include the Private Industry Council, the school system itself, the

local Job Service or Employment Service office, 1980 Census data, the U.S. Department of Labor, Bureau of Labor Statistics, community-based organizations, the Chamber of Commerce, the local Board of Trade, and your own company's personnel records.

Building a Partnership

Once there has been an assessment of your community's needs and the needs of your school system, business can begin working on an action agenda in partnership with the schools, or can expand its current level of involvement. The process of building a partnership is much like the planning process for any large project:

- **Determine who else you will need** as partners, and meet with the leaders of those organizations to determine mutual interest.
- **Preliminarily agree on broad goals**, purposes, and developmental processes.
- **Organize a planning team.** This team will develop the operational plans, define roles and responsibilities, and schedule and assign the work.
- **Gather baseline data** upon which to measure progress and results.
- **Identify other community organizations and resources** with whom coordination and linkage is desired.
- **Develop a written, signed statement** of purpose, goals, and objectives, and commitments of each of the partners.
- **Implement the plan** by working over a sustained period of time to achieve the goals and objectives.

- **Monitor progress periodically** to determine whether the work is proceeding according to plan and to troubleshoot as problems arise.
- **Assess or evaluate the results** against the plan, and document results to share with others.
- **Communicate/network with other partnerships** doing similar types of activities to share knowledge gained about what works best, under what circumstances.
- **Stimulate others to join in**, or where appropriate, undertake similar activities to broaden public awareness about the needs and to encourage involvement in the solutions.
- **Expand your partnership efforts** beyond your original goals to address some policy and institutional improvement efforts at the national, state, or local level.

In order to assist business in making or expanding its investment in education, we have assembled some references and resources to guide the way. The Appendix contains a variety of partnership profiles, an index of all programs referenced in this publication, selected bibliographies on at-risk youth issues and on business-education partnerships, and a listing of organizations and resources that can provide greater detail on the topics covered in this publication and can provide technical assistance.

In addition, the national office and the seven Regional Service Offices of the National Alliance of Business are available to assist businesses in planning, implementing and/or evaluating their partnership activities. Call or write the **NAB Clearinghouse**, 1015 15th Street, N.W., Washington, DC 20005, 202/289-2910, or the **NAB Regional Service Office** nearest you.

Appendix

This appendix contains examples of model programs, references and resources to assist businesses in beginning, continuing, or expanding their investments in education. In our research, we found many fine examples of classroom and teacher-oriented partnership programs, but far fewer that exemplify the more complex partnerships, i.e., systemic institutional change, school reform, or policy development. While the profiles that follow are more pertinent to the latter categories, the subsequent index and reference materials include many examples of the full range of education-business partnerships.

Following are:

- **Profiles** of partnerships nationwide that have been successful in accomplishing a wide range of activities from adopt-a-school programs to the implementation of state legislation;
- An **index** of all of the programs referenced throughout *The Fourth R: Workforce Readiness*, including the program name, the operator/partners, the location, and a brief description;
- A **list of selected publications** which provide background material on at-risk youth, and examples of how policy makers have worked together to create innovative business-education partnership programs; and
- A **selected list of associations and organizations** that includes issues regarding at-risk youth and business-education partnerships in their focus.

Complete program descriptions of all the partnerships mentioned throughout *The Fourth R*, as well as many other examples of successful working partnerships, are available from the National Alliance of Business Clearinghouse. The Clearinghouse has extensive information on partnerships and model job training programs involving employers, schools, local organizations, and local and state governments. Backed by the latest in research and reference materials, this comprehensive collection of resources can help you adapt proven approaches to your community's needs.

For information on your area of interest, contact the NAB Clearinghouse, 1015 15th Street, N.W., Washington, DC 20005, 202/289-2910.

Selected Partnership Profiles

Allegheny Conference Education Fund/Partnerships In Education

Abstract: The Allegheny Conference Education Fund raises money from local businesses, foundations, and community organizations to broker and coordinate a diversity of programs in support of the public schools. These activities range from individual school/business partnerships to grants for teacher and principal designed projects.

Type: Multi-Level Partnership

Partners: Public schools in Pittsburgh and Allegheny County

Various Pittsburgh companies, foundations, and non-profit organizations

Target Audience: Students, faculty, and administrators in the public schools in Pittsburgh and Allegheny County (Kindergarten through Grade 12)

Program Description: An outgrowth of the Allegheny Conference on Community Development, the Allegheny Conference Education Fund was developed in the late 1970's when education became recognized as a key component of community welfare and development. The Education Fund was created to promote partnerships between the private business community and the public schools. The Fund actively raises monies from local businesses, corporate and private foundations, and community organizations. It then serves as a broker and convener to support a wide range of programs intended to serve students, faculty and administrators.

Some of the programs sponsored by the Education Fund include:

- **Educator-In-Residence program** — Provides speakers on various education-related topics to audiences of school, business, foundation, and community representatives;
- **School Neighborhood Consortium** — Brings neighborhoods together to ease issues of transition in support of the public schools;

- **Partnerships In Education** — Establishes partnerships between private businesses and individual schools for tutoring, mentoring, and sponsoring workshops;
- **Principals' Academy** — Builds networks among 30 principals and representatives from private industry who meet monthly for seminars to discuss issues of leadership;
- **Small grants for teachers** — Provides grants for teachers to effect specific projects (the average grant is \$400);
- **Building grants** — Provides funds for principals in the same manner as the small grants for teachers. A new facet targets increased parental involvement with special grants averaging \$500.

The Partnerships In Education program is one of the first programs to result from the interest in education by the Conference on Community Development. It now has the joint sponsorship of the Chamber of Commerce and the school district, overseeing a multitude of projects based on the schools' needs and the agreements among the schools and their partners.

Some examples of the Partnerships In Education program are:

- The Pittsburgh Post Gazette sponsors in-class writing workshops for students;
- ALCOA presents leadership workshops for high school students; and
- AT&T operators call students at home in the evening to check on them and their progress on their homework.

Although the Conference Education Fund and the Partnerships In Education Program operate separate programs and exist in separate funding systems, both work together in helping area businesses become more involved in the public schools.

Student/School Benefits: In addition to tutoring, mentoring, and other skill development activities, the students, faculty members, and administrators all benefit from the personal relationships and trust building that have developed. Partners target efforts designed to assist at-risk youth with employment related and other special problems. Teachers benefit by receiving grants used to support creative instruction efforts.

Business Benefits: *"Local businesses must see their schools as developing assets not liabilities for the community. When two well-matched community institutions build a relationship to target the deeper needs of schools, education in that community will show significant gains. The education and*

employability of our young people are at the heart of economic development in the region." Robert Pease, Executive Director, Allegheny Conference.

Business Commitment: The contributions of each school and business vary depending on the nature of the partnership. They can be financial, employee time, and/or materials. In addition to in-kind services to school partners, corporations contribute from \$2,000 to \$3,000 each year to provide administrative support for the Partnerships In Education Program. The Conference Fund raises money from business on a program-by-program basis.

Available Materials: Contact Nancy Bunt for a five-year report of the Allegheny Conference Fund and a grant summary report. Contact Jeanne Berdik for a Partnerships In Education Packet which includes annual reports and newsletters.

Contacts:

Program

Nancy Bunt
Project Director, Allegheny Conference Education Fund
600 Grant Street, Suite 4444
Pittsburgh, PA 15219
412/281-1890

Jeanne Berdik
Director, Partnerships In Education
Greater Pittsburgh Chamber of Commerce
3 Gateway Center
Pittsburgh, PA 15222
412/392-4518

Baltimore City: Multiple Partnerships That Benefit Youth

Abstract: Baltimore City, an urban area of great diversity, benefits from three different public/private partnership programs designed to improve the educational experience of at-risk youth as well as other economically disadvantaged populations. The three partnerships function independently, but view their programs as complementary.

Type: Multi-Level Partnership

Partnership I: The Partnership

Partners: Baltimore City Public Schools
Greater Baltimore Committee, Inc.

Target Audience: Elementary, Middle and Senior High School Students, including those in Special Education

Program Description: In 1976, the Baltimore City Public Schools initiated an adopt-a-school program in response to the perception that the private sector and the school system would greatly benefit from working together. By 1983, the program was experiencing difficulty in effectively recruiting and retaining business participation. At that time, the Greater Baltimore Committee, Inc. (GBC) became involved. (GBC, a membership organization composed of 1,000 businesses, is Baltimore City's primary economic development organization and also serves as its Chamber of Commerce.) The result was a joint effort between the Baltimore City Public Schools and the Greater Baltimore Committee, renamed "The Partnership."

The Partnership's primary function is to enhance the quality of education and increase the number of graduates ready and able to perform well in the marketplace. All levels of the educational system are involved — elementary, middle and senior high schools, including special education. There are also a number of "horizontal partnerships," where an organization such as the Army Corps of Engineers provides curriculum enhancement to all Baltimore City Schools. The Army Corps has 50 different curricular options available to meet the needs and requirements of various schools and age groups.

In The Partnership program, business professionals work closely with teachers and administrators to bring their resources and expertise into the classroom. Students receive practical training and advice, exposure to the real world of work, an understanding of the requirements necessary to begin a career, and an idea of the types of career opportunities open to them. By working together, business volunteers and teachers also give students a perspective on the importance of education in both their personal and professional lives.

Because the needs of each school are unique, The Partnership at each school is different. Partners work with school officials to address the specific needs of their students.

Business volunteers who participate offer their time in a variety of ways:

- supplementing classroom instruction;
- one-on-one tutoring;
- conducting workplace tours and field trips in which students can witness first-hand the various types of jobs in a given business;
- giving students a chance to participate in company training programs; and
- supervising on-site work experience.

Beginning with the endorsement of the company manager, involvement in The Partnership is a commitment from the entire company. Volunteers provide a few hours each week to in-school activities. Employees invest time and energy teaching students practical skills that are critical for successful job performance.

To date, 76 partnerships exist between businesses and their partner schools. A partnership currently exists in every senior high school in Baltimore City. For the 1987-88 school year, a new Partnership Advisory Committee has been formed by the GBC with the goal of recruiting 50 new businesses. This would create partnerships with all Baltimore City middle schools, as well as many elementary schools. The program is so popular that there is now a waiting list of 60 schools.

All types of businesses participate — banks, development firms, architectural firms, investment firms, hospitals, the telephone company, the gas and electric company, etc. Area universities have joined the program also. For example, Johns Hopkins University sponsors a pre-entrance program for ninth graders entering its partner high school and has hired a full-time staff person for three years to oversee the development of a medical career curriculum in that high school.

Student/School Benefits: In instances where money is required to ensure that a project is carried out, small amounts are allocated by individual companies. Other benefits include setting up model businesses within classrooms, an example being the operation of a retail shoe store. Some provide a "leg up" in the way of a summer job to reward excellent attendance and good grades, an introduction to new career possibilities such as architecture and engineering, tutorial assistance, college scholarships, etc. Much is shared, however, that cannot be measured in monetary terms — intangibles such as role modeling, demonstrating business ethics, and a sense of caring.

Business Benefits: "Commitment to this endeavor benefits not only the students and the individual volunteers, but also the company as a whole. Participating employees have a chance to hone their own skills and knowledge as they teach and talk with young people. The Partnership enhances the company's image as employees 'reach out' to city youths and help improve the quality of education. Becoming a Partner is an investment in the future of Baltimore and each company involved." David Julian, Greater Baltimore Committee.

Contacts:

Program

Judy Werely
Partnership Coordinator
Baltimore City Public
Schools
3 East 25th Street
Room 300
Baltimore, MD 21218
301/396-6955

David Julian
Director, Education Programs, Greater Baltimore
Committee

2 Hopkins Plaza, Suite 900, Baltimore, MD 21201
301/727-2820

Business

Rian Yaffe
President, Yaffe and Co.,
Inc.
800 North Charles Street
Baltimore, MD 21201
301/332-1166

Partnership II: Blue Chip-in

Partners:

Baltimore City Public Schools
Baltimore Metropolitan Manpower
Consortium PIC
Baltimore Businesses
Neighborhood Progress Administra-
tion/Office of Manpower Resources

Target Audiences: Baltimore City High School Students

Program Description: In 1980, when federal funding for job training and employment programs was drastically reduced, it was determined that the private sector would need to share responsibility for local community needs, particularly for programs that encourage youth to stay in school and maintain good grades. A local effort was mounted to encourage local business leaders to "invest in their community" through a public/private partnership known as Blue Chip-in and incorporated as the Baltimore City Foundation, Inc.

Blue Chip-in includes a summer jobs program that uses summer employment as leverage to motivate young people to stay in school. To be eligible for the program, students need an 85 percent attendance record and an 85 percent grade point average. According to Patrick Cassidy, manager of the program, the reason for emphasizing these two criteria is that "employers expect dependable and motivated employees. Good grades and good attendance are fair barometers of these qualities."

Planning starts early to ensure the success of the program. A letter describing the program is sent to each young person in the school system. Applications are distributed in January; students apply from February through April, submitting their applications, accompanied by report cards and income verification information. Each person is screened to assess job interest and job readiness before placement. All students are provided feedback on their interview skills. Recruiting of employers is organized by the Blue Chip-in/Summer Job Business Committee, a PIC subcommittee composed of representatives of businesses, charities and government who develop job resources in their sectors. The Business Committee also identifies loaned staff from the private sector to do the telemarketing and applicant screening.

In 1985, the city combined the privately and federally financed summer jobs programs with year-round, school-based job placement activities, forming the Youth Employment Services unit. This unit taps private resources available for summer jobs and JTPA funds to provide an array of employment services to an in-school population.

Jobs in the Blue Chip-in program are provided by non-profit and for-profit businesses. In 1982, 1,700 jobs were created. In 1987, job pledges totaled 5,608, in addition to available federal jobs.

Blue Chip-in has become more than a summer jobs program. It has over 19 year-round projects which include such activities as the Attendance Monitoring program, providing monitors who oversee and counsel potential dropouts living in public housing. Other services are weatherization projects, deaf liaison, handicapped enrichment, and peer home tutoring.

Another partnership program, called "Summer Instructional Support," provides summer jobs for youths with failing grades if they go to summer school. This effort combines remediation and work experience by giving participants summer school classes in the morning and work in the afternoon. In order to be paid for their work, the students must maintain their classroom attendance record. If they do not attend the class, they are not entitled to work. Funds to pay teachers and peer tutors (honors senior high school students), as well as the program participants, come from the Job Training Partnership Act.

Student/School Benefits: By tying jobs to remedial education or steady academic progress, the Baltimore program gives young people experience on the job and encourages them to develop the skills they will need for full-time, permanent jobs in the future. Young people are also provided with the opportunity to interact with sectors of the business community usually inaccessible to them. By participating in the summer job program, the business community has found a viable supply of candidates for their year-round entry-level jobs.

Business Benefit: *"Employers who want to stay ahead of the shortage of entry-level employees have taken stock in Blue Chip-in, and it has already paid handsome dividends. They are cultivating their workforce, not only today, but also for the long-term benefits that it has for Baltimore and their companies."* Michael C. Middleton, Maryland National Corporation.

Contact:

Program

Patrick Cassidy
Manager, Youth Employment Services Unit
Neighborhood Progress Administration/
Office of Manpower Resources
101 W. 24th Street
Baltimore, MD 21218
301/396-7522

Partnership III: The Commonwealth Agreement

Partners: Baltimore City Public Schools
Greater Baltimore Committee, Inc.
(GBC)
BUILD (Baltimorians United in
Leadership Development)
12 metropolitan area colleges

Target Audience: Baltimore City High School Students

Program Description: The Commonwealth Agreement is a partnership designed to give high school students who perform with a 95 percent attendance record and an 80 percent grade point average preferential treatment for entry-level jobs and admission to college. Each of the four major partners has a different well-defined task.

- GBC pledged to identify 100 firms that would give students preferential treatment in hiring. This is not a job guarantee — only a right of first consideration if they qualify. To date, 120 area businesses have agreed to participate.
- BUILD has pledged to form a Commonwealth Committee in each comprehensive high school to promote greater parental involvement and to assist students in becoming aware of available options.
- The 12 colleges have promised approximately \$10 million in scholarship aid and will give preferential treatment to Commonwealth students. While still using financial aid guidelines in general, Commonwealth students are promised a higher level of scholarship assistance vs. work-study aid in constructing their financial aid packages. Some colleges are also waiving or deferring application fees. In addition, colleges are beginning to offer SAT preparation for these students.

- The Baltimore City School system has established a central Commonwealth Placement Office serving all high schools. It has agreed to alter curricula according to the needs and requirements of businesses and colleges.

Student/School Benefits: The schools are better able to target their training to insure a higher level of success for graduates. Students understand that the community is interested in them and the contribution that each of them can make. Personnel representatives from the participating companies conduct job readiness workshops in each high school for Commonwealth students. In one year of operation the interest in the Commonwealth program has grown 23 percent — from 489 students who qualified in 1986 to over 600 who qualified in 1987.

Business Benefits: *"In the short term, companies consider the Commonwealth Agreement a pre-screening effort. Participating companies have stated that they always consult the pool of applicants available through the Commonwealth placement offices before they hire for entry-level jobs. Commonwealth students are well prepared to enter the workplace and have proven to be very capable and dependable on the job. Businesses are interested in having a quality workforce, so in the long term, they view the Commonwealth Agreement as one step in that direction in which they can play an active role."* Judy R. Gach, Vice President, Maryland National Bank.

Contacts:

Program

Judy Werely
Partnership Coordinator
Baltimore City Public
Schools
3 East 25th Street,
Room 300
Baltimore, MD 21218
301/396-6955
David Julian
Director, Education Programs
Greater Baltimore Committee
2 Hopkins Plaza, Suite 900
Baltimore, MD 21201
301/727-2820

Business

Judy Gach
Vice President
Maryland National Bank
225 North Calvert Street
Baltimore, MD 21202
301/244-5929

New York City: Multiple Partnership Programs Emphasize Youth

Abstract: New York City's commitment to providing educational opportunity to its young people reflects the great diversity which has become synonymous with its life style. Two of the city's many operative business/education partnerships demonstrate outstanding results in improving educational performance. Each of these partnerships is aware of the other's activities; both view all such programs as being complementary rather than competitive. The problems of inner city at-risk youth are so great that the more options available, the greater the chance of individual success.

Type: Multi-Level Partnership
Partnership I: The New York City Partnership, Inc./ Education Committee
Partners: New York City Board of Education
New York City universities
United Federation of Teachers
Local Business and Civic Leaders
New York Urban Coalition

Target Audience: 16 to 21 year old youth

Program Description: The New York City Partnership, Inc. was formed in 1979 as an organization planning for a changing city. Today, the Partnership conducts active programs in education, youth employment, public safety, affordable housing, and economic development. Hundreds of millions of dollars, both public and private, have been leveraged in support of these endeavors.

The Partnership's Education Committee was created in 1982 to promote support of the public schools and to strengthen school system operations. The Committee is composed of corporate chief executive officers, business professionals from small and medium sized companies, university presidents, the Chancellor of the New York City schools, the President of the United Federation of Teachers, and the President of the New York Urban Coalition. Their goal is to foster positive change by focusing energies in three key areas — public policy, management assistance, and Join-A-School partnerships.

Public Policy: The Education Committee actively pursues opportunities to demonstrate the public school system's needs for additional public and private sector support. To assist in accomplishing this goal, the committee has established a Public Policy Task Force. Its activities include:

- Frequent communication with legislators and other government officials;
- Authoritative testimony in public forums; and

- Advocacy of increased financial and participatory support of public education by businesses, corporations and corporate foundations.

Management Assistance: At the request of the Chancellor of the New York City schools, the Management Assistance Task Force brings business expertise and technical assistance to the city schools. This group's recent activities include:

- An analysis of security operations;
- A plan to improve system-wide building maintenance; and
- A private sector review of the high school lunch program to increase the number of participating students and to improve food supervisors' training.

Join-A-School: Linking the city's public schools with corporations, businesses and nonprofit organizations, Join-A-School is one of the most successful and widely known collaborative activities of the Partnership and the Board of Education. The program was initiated in 1982 and now involves students, teachers and principals in almost half of the city's public high schools. Designed to be long-term relationships, the partnerships usually start small, and then evolve into broader reaching programs and activities. Participating companies provide important incentives that reinforce the link between a completed education and a career among high school students. Part-time employment, mentoring, scholarships, and industry-specific curricula are all program priorities.

By early 1987, 54 partnerships were in place, with others in the planning stages. Each partnership jointly sets goals and then works toward improving student attendance and attitudes about school, raising student achievement levels, and keeping students in school until graduation.

- The partnership between British Petroleum of Northern America, Inc. (BP) and the Lower East Side Preparatory School illustrates a diversified approach to a Join-A-School relationship. The partnership began in 1985; the company donated the first mobile wireless language laboratory in the city's school system as well as musical instruments, accessories, equipment and furniture. In response to the state's Arts in Education Initiative, BP worked collaboratively with the Battery Dance Company to provide students with dance classes for school credit. BP also supports the school through magazine subscriptions for its library, student scholarship underwriting, teacher recognition awards, and participation in the school's Career Awareness Day.

- In order to attract more corporate partners, Ogilvy & Mather, Deloitte Haskins & Sells, RCA Corporation and Sort Printing donated services to produce a new Join-A-School brochure with the Partnership and the Board of Education.
- Deloitte Haskins & Sells agreed to conduct a pro bono evaluation of the Join-A-School program. It will take into consideration current strengths of the program and areas for improvement and will include recommendations for future directions.

The Partnership also addresses the ongoing need for an educated and skilled work force through its Youth Employment Committee. Formed in 1981, its goal is to provide more low-income young people with summer employment and to expand networks to create year-round part-time jobs for those still in school. Since its inception, the Summer Jobs program has provided almost 140,000 16 to 21 year olds with jobs, many of which have been extended to part-time year-round employment. In 1986, the Summer Jobs' public partners — the New York City Department of Employment, the New York City Board of Education, the New York State Labor Department's Job Services Division, the City University of New York, and the Private Industry Council — screened thousands of young applicants and matched them to jobs that had been pledged. Efforts were launched to increase the employment base, and jobs were developed in several new industry groups, including foreign banking and securities.

Summer Jobs '87 was initiated in January with IBM executives and executives on loan from Partnership member companies and public agencies. IBM donated a computer system to enhance job development and distribution for this and future campaigns.

Student/School Benefits: Given the diversity and competing constituencies in New York City, the active and powerful parent lobbies often found in suburban and small town communities do not exist. The corporate community supplements that kind of parental effort. Hence, students and education professionals gain by having strong advocates in the private sector. Not only do they receive assistance in the way of supplies, materials, and curricula, their schools are becoming healthier and safer places to attend every day. Additionally, students' interests are awakened and their understanding of the world of work gains depth.

Business Benefits: *"If our companies are to grow and flourish, we must have qualified employees. We must, therefore, be advocates for New York City schools, and insist that they have the support they need to prepare the human resources on which we depend."* Walter V. Shipley, Chairman and Chief Executive Officer, Chemical Bank.

Contacts:

Program

Julie Latzer
Education Committee
The New York City Partnership, Inc.
200 Madison Avenue
New York, NY 10016
212/561-2051

Boby List
Youth Employment Committee
The New York City Partnership, Inc.
200 Madison Avenue
New York, NY 10016
212/561-2014

Partnership II: The New York Alliance for the Public Schools

Partners: New York City Board of Education
New York University
Fordham University
Columbia University
St. Johns University
City University of New York
Local Corporate, Civic and Business Leaders
Council of Supervisors and Administrators
United Parents Association
United Federation of Teachers

Target Audience: High School Students

Program Description: The New York Alliance for the Public Schools was founded in 1980 under the auspices of New York University. It seeks to strengthen the public education system in New York City by drawing upon the resources of the city's universities and its corporate and professional communities. The Alliance is dedicated to the principle that quality public schools are essential to the social fabric and economic well being of New York City. Broadly formulated, the aims of the Alliance are:

- To increase the role of the universities in the enhancement of public education;
- To strengthen the commitment of the business and professional communities to the public schools; and
- To close the gap between public perception of the city schools and their actual performance.

One of the major undertakings of the Alliance over the past six years has been an effort to acquaint students with and prepare them for wider career options through a program called MENTOR. The MENTOR programs of the New York Alliance for the Public Schools expand students' knowledge of the business

and professional world and underscore the connection between school studies and the work they may do in the future.

The first MENTOR Program in Law began in 1982 when five law firms were paired with five high schools. Today that pairing in law has grown to 28. In addition, there are now MENTOR programs in several other professional areas including engineering, advertising and education. In the coming year, a new MENTOR program will begin in retailing. In each instance, a prominent firm in a particular profession is paired with a high school and in some instances a junior high school. In each MENTOR program, professionals from a firm go into the high schools and work with students to provide a more concrete understanding of the particular profession and of related vocations.

The MENTOR Program in Law, co-sponsored by the Federal Bar Council, provides a typical example of how such a program functions. The program is structured so that groups of students visit the offices of participating law firms and attend actual proceedings in state and federal courts. Lawyers from the firms visit the "matched" schools to discuss general characteristics of the legal profession as well as specific aspects of the law. Additional time is usually allotted to permit 10 to 12 contacts with the lawyers in a given semester. An introduction to legal writing and research is also presented.

The purpose of such a program is not simply to create an interest in becoming a lawyer, but to provide students with a concrete understanding of the legal system, the courts, and the role of the law in daily life, as well as to acquaint them with the range of careers in the law. This is also an opportunity for segments of the population who do not understand their civil rights to learn what they are entitled to under the law.

The other MENTOR Programs are modeled after the MENTOR in Law, providing the same type of exposure to other professions. The MENTOR program has received such good publicity in New York City that it has become a model for similar programs being started in other places, including Arizona, Washington State and Washington, DC.

Student/School Benefits: Many of the students who participate in these MENTOR programs do not have the cultural and educational advantages of students from more affluent backgrounds. Through these programs they are exposed to options previously unknown to them.

Business Benefit: *"Learning in MENTOR is a two-way street. The lawyers gained a lot of respect for the kids and their teachers... Unfortunately, all that most of us ever know about the City's high schools is what we read in the paper*

about crime and delinquency." Thomas W. Evans, Partner, Mudge Rose Guthrie Alexander & Ferdon and founder of MENTOR in Law.

Contact:

Program

Barbara Probst
Executive Director
The New York Alliance for the Public Schools
32 Washington Place, 5th Floor
New York, NY 10003
212/998-6770

Project PENCIL (Public Education Nashville Citizens Involved in Leadership)

Abstract: Project PENCIL coordinates partnerships among private businesses and all of Nashville's public schools, as well as other programs to benefit public education. As evidence of the increased public awareness and benefits reaped from PENCIL's partnerships, public school enrollment increased by 1,700 in the 1986-87 school year and a recent 13 percent tax increase was passed.

Type: Multi-Level Partnership

Partners: Nashville Public Schools
Over 150 private businesses
Project PENCIL Foundation.

Target Audience: Nashville's public schools (Kindergarten through Grade 12)

Program Description: Public Education Nashville Citizens Involved in Leadership (PENCIL) is a non-profit organization, funded primarily by corporate and individual contributions to administer the Nashville adopt-a-school program and other programs which benefit public education. The program emphasizes the contribution of human rather than financial resources.

The Nashville adopt-a-school program was started in April 1982 by representatives from business, education and civic organizations. It was initiated as a result of their commitment to a strong public school system. The PENCIL program has evolved to become a model; the Tennessee Department of Education selected it to assist other school districts in the state in establishing their own school/business partnership programs.

Presently, the program consists of over 150 businesses and 119 schools, some of which have multiple business partners. Contracts between schools and their partners are for one year; they may be renewed or terminated each summer. Examples of participating programs:

- Vanderbilt University adopted a city-wide academic magnet school. In addition to tutoring and including the students in guest lectures, the University sponsors peer counseling groups that help students with social and emotional problems;
- In their adopted inner city elementary school, South Central Bell sponsors field trips for students who might not otherwise leave their neighborhoods. In addition, the company coordinates scholastic and attendance incentive programs which include savings bonds awards. South Central Bell also adopted

a suburban high school and has coordinated activities in which their older "adoptees" work with and tutor the younger ones. The older, suburban students help the city youngsters with conversational skills and work with them on reading, writing and art projects.

- Federal Reserve Bank adopted an elementary school. The Bank sponsored field trips to their facility and presented information regarding the banking industry. Non-academic services are also provided. Bank personnel have helped the school to build a stage for school programs and guards have directed traffic during school programs.

It is anticipated that 12 additional partnerships will be in effect in school year 1987-88.

In addition to the adopt-a-school program, PENCIL administers other programs including:

- Jobs for Tennessee Graduates (JTG), a full-year, non-credit, education to work transition program for economically disadvantaged students, in conjunction with the Job Training Partnership Act.
- A post-high school, on-the-job training program for economically disadvantaged 18 to 26 year olds that emphasizes basic skills in a five-month, 32-hour/week course of study; and
- A competitive teacher award in which teachers apply to be selected to win up to \$5,000 to pursue an innovative and imaginative plan for professional development during the summer months. Support for these teacher awards comes from the Hospital Corporation of America Foundation. Up to 14 teachers have been selected each summer for such activities as travel and special workshops.

Student/School Benefits: The schools and students both benefit from improved test scores, better school performance, increased attendance, improved career directions, and the increased community commitment. In 1986-87, the city's school enrollment increased by 1,700 students. This increase and a recent 13 percent tax increase are attributed to increased public awareness that has been forged by these public/private partnerships.

Business Benefits: "By giving, the corporation fulfills its commitment and obligation to be socially responsible. This pays dividends in employee relations. Our employees feel good about what HCA is doing as a company. It's good for morale. In a sense, if we can make Nashville a better place to live, then that should help us attract and retain better employees." Peter Bird, Senior Program Officer, Health Corporation of America's Foundation.

Business Commitment: The involvement in the schools is a commitment of employee time rather than dollars. All employees are encouraged to participate.

Available Materials: Contact Pat Wallace, Director of PENCIL's Adopt-A-School Program, for the following information regarding the program: PENCIL'S Procedures Manual for Adopt-A-School Programs; PENCIL'S Partnership Activities and Ideas Book; Adopt-a-School Business Coordinator's Guide and newsletters, recruiting materials, press releases and partnership lists.

Contacts:

Program

Bob Johnston
Executive Director, Project
PENCIL
237 French Landing Drive
Nashville, TN 37228
615/242-3167

Business

Ed Nelson
President, Nelson Capital
Corporation
3401 West End, Suite 300
Nashville, TN 37203
615/292-8787

Pat Wallace

Director, Project PENCIL's Adopt-A-School Program
237 French Landing Drive
Nashville, TN 37228
615/242-3167

School

Charles O. Frazier
Director of Metropolitan Nashville Public Schools
2601 Bransford Avenue
Nashville, TN 37204
615/259-8419

American Express Philanthropic Program Academy of Finance

Abstract: The Academy of Finance programs combine classroom instruction and on-the-job experience for urban high school juniors and seniors to prepare them for careers in the financial services industry. The program now operates in eleven cities nationwide.

Type: Multi-Level Partnership

Partners: Public Schools
American Express Company
Community Colleges
Other Businesses

Target Audience: Students in urban public high schools

Program Description: Inaugurated in 1983 in one New York City high school, the Academy of Finance program has grown to an enrollment of 1,300 students in 30 schools in eleven cities — New York City, Phoenix, Ft. Lauderdale, Minneapolis, Buffalo, Chicago, San Francisco, Wilmington, Baltimore, Omaha, and Seattle. The program will expand to 20 cities in 1988. Its flexible format is adaptable to the needs of the local school districts.

The Academy combines academic courses in economics, finance and banking with business courses, such as accounting and computer skills, to create a two-year course of study. Innovative curriculum material and methods are developed jointly by educators and financial services industry professionals. The local boards of education select the participants based on their interest and willingness to commit to the goals of the program. Thus, students at all ability levels participate.

Teachers become involved in the learning process in addition to their involvement in developing the teaching materials. The following is provided to teachers who participate:

- Work experience in the industry;
- Courses in finance at local universities;
- Seminars organized by business groups like Shearson Lehman Brothers (an American Express subsidiary) and the American Stock Exchange;
- Annual Summer Conference for all teachers and district directors.

Local American Express executives help create community support and develop local business partners for implementing the program within their respective

cities. Over 100 business partners participate by providing internships, funding, and in-kind support, and by speaking at seminars, etc.

Student/School Benefits: Since the program's inception, 494 students have graduated. Ninety percent of them have gone on to college, although upon entry into the program, few expected to do so. Their college costs are supported by scholarships, part-time work and employer-supported tuition payments. Dropout rates for the Academies are less than 1 percent, significantly low when one considers the inner city location of most of the Academy programs.

Additionally, there has been a perceivable change in educational philosophy in many of the partner school districts as a result of their participation in the program. There is now more recognition of the value of business partnerships and the need for developing educational materials relevant to the workplace.

Business Benefits: The participating businesses benefit by highly motivated and well educated interns who are eager to perform their assigned tasks. In addition, many of the businesses have commented that their images of minorities and public high school graduates have changed as a result of working with the Academy of Finance young people.

Business Commitment: To date, American Express 1987 grants have totaled \$465,000, in addition to support from over 100 business partners and over \$1,350,000 in public funds from school districts.

Contacts:

Program

Phyllis R. Frankfort
National Director
Academy of Finance
131 Livingston Street
Room 601
Brooklyn, NY 11201
718/935-3776

Business

Dee Topol
Vice President
American Express Foundation
American Express Tower
World Financial Center
New York, NY 10285-4710
212/640-5659

California Business Roundtable/ Education Task Force

Abstract: A California statewide task force on business credibility, initiated in 1976, included a study on the education of the state's entry-level workforce. An education task force was appointed to develop a strategy for determining why students in California, especially minorities, lacked many of the basic skills necessary for entry-level employment. Their findings have had a profound influence on the quality of education throughout the state.

Type: Policy Partnership

Partners: California Department of Education
California Business Roundtable

Target Audience: State legislators and state-level administrators in education

Program Description: Beginning in 1976, the California Business Roundtable was formed by a statewide task force on business credibility. The Roundtable brought together state CEOs to discuss public policy and issues. The Roundtable has since built a constructive coalition between the private and public sectors — a working relationship founded on mutual respect and a shared concern about California's future prosperity. The education of the state's entry-level workforce became a key issue for the group. A specially appointed education task force developed a strategy for determining why California students, especially minorities, had difficulty reading and lacked many of the basic skills necessary for entry-level employment. The Task Force met with the Governor, the State School Superintendent, the State Chamber of Commerce, unions, trade groups, educators, and state legislators.

The Task Force's work concluded with:

- **A report on K-12 school reform.** "Improving Student Performance in California" published in 1982. This report was the springboard for subsequent legislation.
- **State legislation.** Recommendations for school improvement were incorporated into major school reform legislation in 1983. These recommendations included a longer school day, improved text books, and increased high school graduation requirements, i.e., four years of English, more math and science, and a higher number of credits.
- **A state school study.** "Analysis of K-12 Legislation" was conducted of student performance in California public schools. It analyzed what the 1983 school reform legislation did and did not do for the academic performance of California students.

- A catalogue, "Catalogue of Business and Community Programs in Support of Local Education," listing over 600 programs of school and business partnerships, was completed in 1983 and is continually updated by the California Department of Education.
- A brochure, "How can we help students prepare for tomorrow?" was developed and distributed to employers to assist with their involvement at the local level.

Since the inception of the California Business Roundtable, policy and reform initiatives have been followed by activities focusing on how to get business involved with local schools. The California Department of Education has worked with the California Chamber of Commerce in this effort. As a result, The California Educational Partnership Consortium has been developed to promote the creation of local business/education partnerships.

Student/School Benefits: State legislation and state efforts to promote partnerships between education and business have created a better environment for students to make the transition from school to work. Students benefit from more in-class instruction, improved curriculum and higher expectations of performance.

Business Benefits: *"Technology has been the basis of much of California's economy. In order to compete nationally and internationally, California needed a better prepared and informed workforce. We needed to ensure that new employees had knowledge of math and science and adequate use of the English language. We needed youth with good work attitudes. By working with the schools, business can help ensure that students have the qualities that are essential for our economy and the competitiveness of our state."* Richard L. Spees, Vice President, Western Region Public Affairs, Kaiser Aluminum and Chemical Corporation.

Business Commitment: The Roundtable provided approximately \$400,000 for the study and work of the Task Force and an additional \$225,000 for the production of the partnership catalogue. Thirty CEOs from Roundtable companies gave over 200 speeches about the proposed legislation in 1982 and 1983.

Available Materials: The aforementioned report, study, and brochure are available from Mary Anderson.

Contacts

Program

Mary Anderson
Executive Director
California Business
Roundtable
PO. Box 7643
575 Market Street,
Room 1948
San Francisco, CA
94119-7643
415/974-5721

Business

Richard L. Spees
Vice President
Western Region Public
Affairs
Kaiser Aluminum and
Chemical Corporation
300 Lakeside Drive
Oakland, CA 94643
415/271-5569

The Parker Project

Abstract: As a result of The Parker Pen Company's concern for and commitment to young people in Wisconsin, major policy reforms, funding, and program implementation regarding work readiness and education to employment were effected statewide.

Type: Policy Partnership

Partners: The Parker Pen Company
The State of Wisconsin Department of Public Instruction

Target Audience: Wisconsin public elementary and secondary schools

Program Description: In 1981, the Chairman of the Board of The Parker Pen Company met with the newly elected State Superintendent of Public Instruction to discuss the company's concerns about the quality of young workers and youth employability throughout Wisconsin. As a result of that meeting, the Department of Public Instruction presented The Parker Pen Company with a proposal to initiate a research and policy project to ascertain Wisconsin youth's work readiness skills. So began the first state-level policy partnership with a grant from the Parker Fund of the Janesville Foundation. It was matched equally by state dollars and governed by a joint education and business board. This Project Board, consisting of four state leaders in business and four educational leaders, determined all project goals and directed all project activities.

The resulting Parker Project was funded in four stages; each grant was matched by state revenues. The initial grant funded research to determine school to work preparation programs within the public schools, as well as a statewide survey of over 800 businesses to determine workforce needs and the experiences companies had with high school graduates and dropouts. Subsequent grants funded state and regional planning conferences. Through this process more than 600 state and regional leaders became involved in determining policy direction and in specifically identifying what should be taught in Wisconsin schools with regard to work readiness.

The Parker Project ended in 1985, having made significant contributions to the state of Wisconsin:

- A policy concept — Education for Employment — which recognizes the link between the state's economic development and job creation efforts and the public elementary and secondary education system;
- State legislation requiring all public school districts in the state to provide youth access to Education for Employment programs and to have a district or regional Education for

Employment Council developing regional strategic school improvement plans;

- State revenues for demonstration grants to develop model programs, demonstrating Education for Employment implementation in various size school districts and various labor market areas; and
- A Governor's Council on Business and Education Partnerships which helps foster and create partnerships throughout the state and supports and makes recommendations for Education for Employment programs and legislation.

Student/School Benefits: State legislation now assures that all Wisconsin students will have the opportunity for adequate work preparation for tomorrow's jobs.

Business Benefits: *"In Wisconsin, over 60 percent of our young people enter full-time employment at or before graduation. Our company became increasingly concerned about the quality of this entry-level workforce. The Parker Project grew out of that concern and through the four years of its existence attempted to create in Wisconsin the finest, best educated, most skilled workforce in America. I believe we have come a long way in achieving that goal."* Alfred P. Diotte, retired Senior Vice President, Administration, The Parker Pen Company.

Business Commitment: The Parker Pen Company contributed \$140,000 over a four-year period to the project. Each grant was matched by the state. The Parker Pen Company and the Wisconsin Association of Manufacturers and Commerce also donated management and executive-level time to board activities, public relations, and legislative support.

Available Materials: Reports on the research and a notebook describing the Education for Employment program, legislation, teacher certification, and other aspects of this state effort are available by contacting Dr. B. Dean Bowles at the University of Wisconsin-Madison.

Contacts:

Program

Dr. B. Dean Bowles
Past Chair, The Parker
Project Board
Professor, Educational
Administration
University of Wisconsin-
Madison
Educational Science
Building
1025 W. Johnson Street
Madison, WI 53706
608/263-7880

Business

Alfred P. Diotte
Retired Sr. Vice President,
Administration
The Parker Pen Company and
Chair, Governor's Council
on Business and
Education Partnerships
20 E. Milwaukee Street,
Suite 304
Janesville, WI 53545
608/757-2225

The Portland Leaders Roundtable/ The Portland Investment

Abstract: A ten year plan initiated in 1986 addresses issues relating to youth employment in Portland, Oregon. The plan, "The Portland Investment: A Regional Plan to Combat Youth Unemployment," establishes goals for systemic change in services for children and youth, prenatal through age 21.

Type: Policy Partnership

Partners: The key institutional partners are:

Portland School District
Portland Private Industry Council
Portland Chamber of Commerce's Business
Youth Exchange
City of Portland
Multnomah County

Other local leaders with policy-making influence in business, education, labor, local government and community organizations are invited to join them in addressing issues relating to youth employment.

Target Audience: Portland youth at risk of chronic unemployment as adults due to a range of barriers including lack of basic academic skills, little or no personal work experience, and limited access to the primary job market.

Program Description: The Portland Leaders Roundtable first met in October 1984 to attempt to reduce or eliminate the barriers to employment faced by more than 6,000 Portland youth. In 1986, the Leaders Roundtable adopted a ten-year plan, "The Portland Investment: A Regional Plan to Combat Youth Unemployment." This plan focuses on the needs of families and children and establishes goals for systemic change in services for children and youth, prenatal through age 21. The long range outcome is to provide a continuum of services, meeting the developmental needs of children and youth. This will be accomplished by linking education, personal support services, and employment training into a comprehensive system.

First-year goals include specific activities to:

- Initiate pilot projects to develop the continuum of services, prenatal through age 21;
- Gain the commitments and agreements necessary to implement the Portland Investment, including expanding business participation in the design and operation of programs;
- Increase job opportunities for youth as an economic development strategy;
- Tackle issues of multicultural staffing and teacher training in the needs of at-risk youth;

- Develop program evaluation procedures; and
- Increase public awareness of the needs of at-risk youth and The Portland Investment as a solution.

Programs already underway provide transitions from 8th to 9th grade and from high school to postsecondary education, targeted school year and summer training and education to help 14 and 15 year olds do better in school, applied basic skills and private sector work experience, competency-based pre-employment training, school-to-work transition including an industry-specific "academy" program, a teen parent program, and a student service center at two middle schools, which links health and human services more directly to the schools.

An essential ingredient in the plan is the comprehensive Summer Youth Employment Program, operated by the Private Industry Council on behalf of the partners on the Roundtable. This program is part of the year-round, multi-year continuum, with funding from various sources. School programs make use of the Summer Youth Employment Program as an extension of their services. The scheduling of work assignments in the Summer Program is coordinated with the School District's summer school classes to accommodate those youths who need to improve their basic skills.

The Roundtable influences policies at several levels. For example, the Mayor has consolidated different sources of funds to enable the Private Industry Council to develop the comprehensive Summer Youth Employment Program. Also, the Portland School Board has expanded the number of basic skills classes offered in the summer and waived summer school tuition for low-income youth.

Student/School Benefits: For students, Portland Investment programs are producing increased attendance, significant gains in academic achievement, increased work experience and job readiness, attitudinal changes, and increased job opportunities. Benefits to the schools include increased community support for the school system and the creation of a forum in which school officials can join with government and business leaders to resolve problems and develop action plans.

Business Benefits: Portland business leaders value the outcomes of a better prepared entry-level workforce, improved coordination of employer involvement in education and employment programs, more effective targeting of business resources, use of jobs to leverage school attendance, more effective use of public funds, opportunities to affect public policy, volunteer opportunities for employees, and the creation of a forum for exchanging ideas with other community institutions.

"Business has a responsibility to participate actively in preparing the workforce of tomorrow. It is up to business to provide information on the requirements of the workplace and real jobs in which young people can learn about work."
Roger L. Breezley, Chairman, Business Youth Exchange of the Chamber of Commerce, Vice Chairman and Chief Operating Officer, U.S. Bancorp.

Business Commitment: Commitments from the business community have included funding of the Business Youth Exchange; loaned executives, jobs, speakers, mentors, loaned/donated equipment, scholarships, training sites, practice interviews, awards and recognition programs for youth; business lobbying for outside funds; CEO level participation on the Roundtable; and incentives for academic achievement.

Available Materials: Brochure; 24-page booklet on the Portland Investment; an Employment Barriers chart; descriptions of individual programs; additional materials describing the continuum, prenatal through age 21; and videotape of The Portland Investment.

Contacts:

School

Kathy Hostager
Youth Employment
Specialist
Portland Public Schools
Child Services Center
531 S.E. 14th Avenue,
Room 230
Portland, OR 97214
503/280-5858

Private Industry Council

Dennis Cole
President
Portland Private Industry
Council
520 S.W. Sixth Avenue,
Suite 400
Portland, OR 97204
503/241-4600

Business

Tom Nelson
Executive Director
Business Youth Exchange
Portland Chamber of
Commerce
221 N.W. Second Avenue
Portland, OR 97209
503/228-8617

Government

Marcia Douglas
City-School Liaison
City of Portland
1120 S.W. Fifth, Room 1018
Portland, OR 97204
503/796-5290

The Boston Compact

Abstract: The Boston Compact is a city-wide collaborative effort for measurable improvements in public school education that developed as a result of crises in the public schools. Boston business leaders met with educators to address the issues that were having such deleterious effects on the business' potential workforce. The Compact now requires participating businesses to provide employment opportunities to qualified high school graduates in exchange for educational improvements within the public school system.

Type: Systemic Education Improvement Partnership

Partners: Boston Public Schools
Private Industry Council
Business Community
Higher Education Community (Colleges and Universities)
City Government
Trade Unions

Target Audience: Boston Public High School Students

Program Description: The Boston Compact was developed in response to crises throughout the public school system, including academic performance and administration. A decade spent on various collaborative activities among businesses and universities and joint city/school programs had resulted in all participants feeling frustrated by the lack of academic progress in the partnership schools. In the early 1980's, the business community came to understand that changes in demographics and in the requirements for jobs that would pay decent wages, i.e., jobs necessitating a mastery of reading and math and an ability to reason, caused the need for improvements in Boston education to be even more critical than it had been in the past. A new Superintendent, perceived by Boston businesses as a school CEO with whom they could work, started his job in the summer of 1981, and plans for the large-scale effort that became The Boston Compact got underway.

The heart of the Compact is a city-wide collaborative effort for measurable improvements in public school education. Each of the participating groups agreed to develop baseline data, set specific goals, and be publicly accountable for progress. The business-school agreement was the first to be signed in the fall of 1982. University and building trade unions agreements followed. In the first agreement, the schools committed themselves to improved attendance, reduced dropouts, and demonstrated competencies in reading and math for all graduates by 1986. The businesses agreed to work with the schools to increase the number of summer and part-time jobs for students and jobs for graduates.

Realizing that youth from low income homes lack access to the networks which enable middle class parents to help their children find decent jobs, the Private Industry Council pays for a Career Specialist to be located in each high school. Thus, The Boston Compact has been able to build a bridge for low income students from school to work. Career Specialists develop jobs for their young people and then coach them in interview techniques and on-the-job behavior. Because they work with the same youngsters over a sustained period that may extend over two summer jobs with a year of part-time employment in between, Career Specialists are able to help them develop the kinds of on-the-job work habits that can develop only through experience. The commitment of Boston's leading CEOs makes it possible for the Career Specialists to gain access to entry level jobs for inner city young people in the city's largest firms.

The principles, organization, and implementation of The Boston Compact have served as models for partnership programs in other cities nationwide. Additionally, a Department of Labor/Department of Health and Human Services funded replication project (The Compact Project), administered by the National Alliance of Business, is now underway in seven cities—Albuquerque, Cincinnati, Indianapolis, Louisville, Memphis, San Diego, and Seattle.

Student/School/Community Benefits: As evidence of the level of commitment and effort expended by everyone involved in the Compact, there has been a significant increase in the number of students hired in summer jobs—from 125 in 1981 to 3,000 in 1987. Also, 967 high school graduates were hired for full-time employment in 1986 by 364 companies. The total number of companies involved in the Compact has grown from the original goal of 200 to 614. School attendance rates increased overall by 6.5 percent during this period, and reading and math scores have risen systemwide.

Another major benefit of The Boston Compact is its significance as a model of collaboration where business, education and community leaders have joined together to address their educational improvement and at-risk youth needs. Since the Compact's initiation, other collaboratives have been encouraged to broaden their agendas and visions for young people. These include a scholarship program for those most in need, the Higher Education Information Center, the Boston Plan for Excellence in the Public Schools for innovative instruction and improvement in the classroom, and agreements with local trade unions to increase access for students to enter apprenticeship programs. The Compact has also contributed significantly to building a broader business and public political constituency, necessary to support continued improvement by the

school system, especially in its efforts to serve at-risk students.

Reducing the dropout rate is still a major concern in Boston and is currently being addressed through a major dropout prevention effort. The continuing dropout problem points out that the promise of jobs and educational opportunities is not enough of an incentive to stay in school for many at-risk students who have serious needs for remediation and other support.

Business Benefits: The Compact has given the private sector credibility with school leadership. Because the private sector delivers jobs in substantial numbers, no one can question the sincerity of their commitment to schools.

"The benefits to the Boston business community can be seen on several levels. Our ability to use the schools as a primary recruiting ground for entry-level employees reduces recruiting and personnel costs; our involvement in the schools through the career service helps assure that students better understand the expectations and responsibilities of the workplace; and our ability to work with education and city leaders to address both the policy issues and practical needs of at-risk youth reinforces a community commitment to economic health." Bill Lawrence, Associate Director, Boston Private Industry Council.

Business Commitment: Business commitment has been seen in many forms including a willingness to work as a partner with education and community leaders in addressing educational improvement and economic opportunities for at-risk youth; a commitment to the priority hiring of qualified students; funds to support specific school-to-work transition activities or scholarship programs; and volunteer staff and other resources which businesses can commit directly or provide assistance in acquiring.

Available Materials. A packet of information on The Boston Compact is available from Bill Lawrence.

Contacts:

School

Ted Dooley
Executive Director
The Boston Compact
Boston Public Schools
26 Court Street, 7th Floor
Boston, MA 02108
617/726-6200, ext. 5300

Business

Bill Lawrence
Associate Director
Boston Private Industry
Council
185 Devonshire Street
Boston, MA 02110
617/423-3755

Southern Wisconsin Education for Employment Program (SWEEP)

Abstract: One of five such sites in Wisconsin, the Southern Wisconsin Education for Employment Program (SWEEP) seeks to address the practical application of basic skills, school supervised work experience, and other issues related to employability skills and attitudes.

Type: Systemic Education Improvement Partnership

Partners: The partners are members of the Education for Employment Council representing the following organizations and groups:

School teachers and administrators
Local Chambers of Commerce
Legislators
Blackhawk and Gateway Vocational Technical and Adult Education System
Labor Unions
Private Industry Council
Manufacturing, retail, service, agri-business, and media representing the business community
Boards of Education

Target Audience: All Kindergarten through 12th-grade students in the school districts of Janesville, Beloit, Turner, Parkview, and Whitewater, Wisconsin, with support from the Blackhawk Technical Institute.

Program Description: In 1985, during the Governor's Special Legislative Session on Economic Development, the legislature passed Wisconsin Act 75, authorizing the State Superintendent of Public Instruction to make five grants to school boards (or to consortia of school boards) to fund education for employment projects. The grants provide models for statewide dissemination of the methods used by school districts to plan for, deliver, and evaluate education for employment programs.

SWEEP, one of the five grant sites, was awarded \$108,000 for the first year of a three-year cycle to develop a plan of program implementation. This strategic plan considers pupil needs, labor market information, impact on economic development and job creation, employment needs, periodic follow-up studies of graduates, and an evaluation of current program and staff development needs.

SWEEP is also focusing efforts on an Education for Employment diploma endorsement project. The diploma endorsement will certify specific competencies, employability skills, and work attitudes. The Education for Employment Council's plan directs SWEEP to address certain issues and concerns over the

next several years. The program will address the following components in all grade levels in the public schools:

- The practical application of basic skills;
- School-supervised work experience;
- Career exploration and planning;
- Instruction in employability skills and attitudes;
- Study of the practical application of economics, American economic institutions, and entrepreneurship; and
- Vocational education programs based on labor market information and student need.

The program is in various stages of development in each of these topic areas. The Education for Employment Council has approximately 50 community members, about half of whom are from local businesses. The Council meets 3 or 4 times a year and monitors, assists and redefines program goals and objectives based on student and business needs. Each of the five sites helps guide the development of the program and will assist other state districts in their efforts to meet the new state requirements for similar programs, plans and district or regional councils.

Student/School Benefits: Students have the opportunity for an instructional program that directly links learning to earning in all subjects and academic areas. For the first time in many communities, schools are beginning to link school programs with economic development needs, and teachers in vocational and academic areas are beginning to work together to bring practical applications to the basic skills.

Business Benefits: "We are trying to prepare students for the workplace so when they graduate from high school they are suited to take on a full-time job and understand what is necessary to be a good employee, the ultimate business benefit." Steven Moksnes, President, Accu-Rate.

Business Commitment: Area business people are committed to helping schools meet the needs of the community. This involves council membership and time given to the schools by employees as well as management to help advise, direct, and carry out the process of change within the program goals.

Available Materials: Materials pertaining to Education for Employment program goals and curriculum guidelines, teacher certification, and the composition of other grant sites and their strategic plans are available from Vicki Poole. Contact Virginia Krohn for specific materials regarding the SWEEP program.

Contacts:

Program

Vicki Poole
Consultant, Education for
Employment
Wisconsin Department of
Public Instruction
P.O. Box 7841
Madison, WI 53707
608/266-7112

School

Virginia Krohn
Southern Wisconsin Education for Employment Pro-
gram
School District of Janesville
527 South Franklin Street
Janesville, WI 53545
608/756-8325

Business

Steven Moksnes
President, Accu-Rate
746 E. Milwaukee St.
Whitewater, WI 53190
414/473-2441

Committee to Support the Philadelphia Public Schools (CSPPS)

Abstract: Major local corporations and universities formed the Committee to Support the Philadelphia Public Schools, working with the school district to effect systemic change. Three major efforts have shown positive results — Philadelphia Alliance for Teaching Humanities in the Schools (PATHS), Philadelphia Renaissance in Science and Mathematics (PRISM), and Education for Employment.

Types: Systemic Educational Improvement Partnership

Partners: School District of Philadelphia
Major corporations in Philadelphia
Major universities in Philadelphia

Target Audience: Public Schools in Philadelphia (Kindergarten through Grade 12)

Program Description: The Committee to Support the Philadelphia Public Schools (CSPPS) was formed in 1984. Its purpose is to help the Board of Education revitalize public education by enlisting a wide variety of private sector resources. This effort has provided over \$6 million in program support to partnerships with schools. Over 40 companies, 20 colleges and universities, and 100 cultural, government and community organizations have provided funds, personnel or other resources for partnership activities. The CSPPS functions like a holding company, setting directions and monitoring results. Its actual work is carried out by task forces led by CSPPS members and widespread involvement from many individuals and institutions.

Three major CSPPS efforts to effect systemic change are described below: Philadelphia Alliance for Teaching Humanities in the Schools (PATHS); Philadelphia Renaissance in Science and Mathematics (PRISM); and Education for Employment. In addition to these programs, CSPPS conducts other activities including management assistance to the School District, a Financial Resources Task Force, and a Celebration of Excellence professional and citizen awards program.

Philadelphia Alliance for Teaching Humanities in the Schools (PATHS): PATHS was the first program founded by CSPPS in 1984 to strengthen the teaching of humanities. PATHS attempts to create a community of teacher scholars throughout the public schools, colleges, corporations and cultural organizations. These teacher scholars are dedicated to teaching humanities in a way which challenges and engages young people from kindergarten through 12th grade.

Many PATHS activities have been institutionalized by the School District. For example, the School District is now providing all funding for a writing project, freeing private dollars to seed a new history project.

The Rockefeller Foundation is attempting to replicate PATHS in eight cities around the country and has selected PATHS to be the center of its national program for improving humanities education in the schools.

Philadelphia Renaissance in Science and Mathematics (PRISM): PRISM, the CSPPS's second initiative, began in the spring of 1985. It has three major focuses:

1. To increase the number of all students taking advanced high school mathematics or science courses, with a special effort to increase the enrollment of minority students in these subject areas;
2. To increase the availability of science materials and improve the science background of teachers in grades one through six, crucial years in developing student interest in science; and
3. To increase the numbers of available and qualified science teachers and provide opportunities for teachers to stay abreast of new developments in their disciplines. PRISM draws extensively on the scientific resources of the Delaware Valley. Thirteen colleges, seven cultural institutions and 40 corporations are partners in various PRISM activities.

Some of PRISM's accomplishments include:

- A five-year, \$5 million program to design, produce, refurbish and distribute science materials for all elementary classes. Test scores of students who have used these materials have risen markedly;
- Doubling the size of PRIME, a nationally recognized partnership of colleges, industry and the School District which identifies and supports minority students with talent in mathematics and science. Thirty-eight companies and six colleges are PRIME sponsors. In 1986, 638 PRIME graduates enrolled in four-year colleges with plans to major in science or engineering;
- Over 2,000 teachers have participated in diversified professional development activities. Six industries, 11 colleges and 7 cultural institutions have provided staff for these activities;
- Twelve companies have hired teachers as summer fellows, giving science and math

teachers a chance to practice their disciplines. Companies report high satisfaction with this program, and 25 percent plan to double the number of fellowships they will offer in 1987;

- 116 teachers have received PRISM mini-grants; and
- PRISM helped establish three professional organizations for mathematics and science teachers in the Philadelphia area. With over 400 active members, these organizations play a lead role in PRISM and other professional development activities.

Education for Employment: Recently, CSPPS formed a Task Force whose members included senior business, community, city government, college and School District officials. The final report released by the Task Force recommended that the Board of Education articulate a basic policy "clarifying the centrality of education for employment to be the mission of the public schools, and making employment the primary measure of successful policy implementation." The major goals of the Education for Employment Initiative are to improve significantly the employment potential of Philadelphia's high school graduates and to ease their transition from school to work. Other long-term objectives include greatly expanding the availability of part-time job opportunities for in-school youth, assuring that Philadelphia's public high school graduates possess the necessary basic academic skills to function successfully on the job, and achieving an overall reduction in the dropout rate.

The task force's recommendations were implemented on a pilot basis in four high schools and two junior high schools in 1986-87. This initiative is a joint venture of the School District of Philadelphia in partnership with the Private Industry Council (PIC), the Pennsylvania Office of Employment Security (OES), and the CSPPS.

The task force is working with the School District to overhaul the vocational education curriculum. An Employment Center has been established in each of four pilot high schools to provide career planning, job readiness training and job placement assistance. A dropout prevention program has also been established in each employment center as well as in two junior high schools. Remedial education and extensive support services are provided to a defined group of students selected by virtue of poor grades and poor attendance — prime indicators of dropping out. The PIC guarantees a summer job to students promoted to the next grade.

After only eight months of operation, the four pilot Employment Centers had:

- Prepared individual employment plans for 1,400 youth;

- Provided job-readiness training for 370 youth; and
- Placed over 700 youth in part-time, after school jobs.

The Pilot Dropout Prevention Program has produced the following results:

- A 50 percent increase in the number of subjects passed;
- Daily attendance rates of at-risk youth higher in every school than the average for all youths of the same grade; and
- A 50 percent reduction in dropout rates and a doubling of promotion rates achieved by students in the dropout prevention program at a high school where the program is in its second year.

Student/School Benefits: This comprehensive approach to improving the quality of public school education demonstrates to students that the community cares about them and their future roles in the adult world. For

teachers and administrators, the time, effort and tangible rewards made available through these multiple partnership efforts create improved self esteem and a new respect for the profession of educator in our contemporary society.

Business Benefit: The Committee to Support Philadelphia Public Schools has "... *forged new bonds between talented professionals in the school system and their counterparts in industry and higher education, bringing the best and brightest of this community together to better serve Philadelphia's children and to better prepare the workforce of tomorrow.*" Ralph S. Saul, Former Chairman, CIGNA.

Contacts:

Program

Richard H. deLone
Senior Consultant, CSPPS
deLone and Kahn Associates
1518 Walnut Street, #807
Philadelphia, PA 19102
215/735-2940

Business

Ralph S. Saul
Former Chairman, CIGNA
1600 Arch Street
Philadelphia, PA 19102
215/241-5051

Index of Programs Referenced in *The Fourth R: Workforce Readiness*

Program Name:	ABC/PBS Project Literacy US (PLUS)	Location:	Houston, Texas
Operator/Partners:	ABC-TV and PBS	Description:	Reduces absenteeism and the number of dropouts, boosts student achievement, and provides a positive view of work in general and business in particular.
Location:	Nationwide		
Description:	Raises awareness about adult illiteracy through a major national media campaign. Mobilizes communities to use present resources to find solutions. 325 literacy task forces have been organized as a result of PLUS' activities.	Program Name:	Adopt-A-School Program
		Operator/Partners:	Memphis public schools, local businesses, civic groups, religious organizations and military installations.
Program Name:	Academy of Finance	Location:	Memphis, Tennessee
Operator/Partners:	American Express Philanthropic Program	Description:	Offers a wide range of adopt-a-school activities in 154 Memphis public schools.
Location:	30 schools in 11 cities (New York City, Phoenix, Ft. Lauderdale, Minneapolis, Buffalo, Chicago, San Francisco, Wilmington, Baltimore, Omaha, and Seattle).	Program Name:	Allegheny Conference Education Fund/Partnerships In Education
Description:	Combines classroom instruction and on-the-job experience for urban high school juniors and seniors to prepare them for careers in financial services. Includes internship experiences.	Operator/Partners:	Public schools in Pittsburgh and Allegheny County, various Pittsburgh companies, foundations, and non-profit organizations
		Location:	Pittsburgh, Pennsylvania
Program Name:	Adopt-A-School Program	Description:	Raises money from local businesses, foundations, and community organizations to broker and coordinate a diversity of programs in support of the public schools, including school/business partnerships and grants for projects designed by teachers and principals.
Operator/Partners:	Houston Public Schools, various Houston businesses		
Location:	Houston, Texas	Program Name:	Atlanta Employers Voluntary Merit Employment Association (MEA)
Description:	Encourages businesses to adopt a specific school and assist it through tutoring, teaching assistance, and other special projects.	Operator/Partners:	Educators and businesses in Atlanta
Program Name:	Adopt-A-School Program	Location:	Atlanta, Georgia
Operator/Partners:	Shell Production Research, Houston Independent School District	Description:	Sponsors a youth motivation program through the school system which encourages at-risk youth to stay in school. Identifies job opportunities and the standards graduates must meet to qualify for employment. Assists employers in their efforts to advance job opportunities for the disadvantaged.
Location:	Houston, Texas		
Description:	Offers teachers insight to help them prepare their students for the working world. Works with gifted students in advanced computer studies and math also.		
Program Name:	Adopt-A-School Program		
Operator/Partners:	Tenneco, Inc., Houston Independent School District		

Program Name:	Atlanta Partnership of Business and Education, Inc.	Location:	Bridgeport, Connecticut
Operator/Partners:	Atlanta Public Schools, private businesses, churches and synagogues, PTA groups, and colleges and universities	Description:	Has established contracts between 68 local companies and public high schools, pledging entry-level employment to high school seniors who graduate having met specified and predetermined grade point averages and attendance requirements. Participating companies will eventually become involved in the design of a curriculum that includes world of work and job preparedness components.
Location:	Atlanta, Georgia		
Description:	Coordinates partnership activities including: an extensive adopt-a-school program; an affirmative action job placement program for low-ranking high school seniors; 11 magnet schools offering specialized programs in communications, financial services, science and mathematics, international studies, performing arts, and information processing and decision making. A National Humanities Faculty Program focuses on critical thinking.	Program Name:	The California Business Roundtable Education Task Force
		Operator/Partners:	California Business Roundtable, California State Department of Education
Program Name:	Blue Chip-in	Location:	The State of California
Operator/Partners:	Baltimore City Public Schools, Baltimore Metropolitan Manpower Consortium PIC, Baltimore businesses, Neighborhood Progress Administration/Office of Manpower Resources	Description:	Recommended legislative changes, published a report on school reform, and initiated business education partnerships throughout the state.
Location:	Baltimore, Maryland	Program Name:	The Chicago Education Summit
Description:	Ties jobs to remedial education or steady academic progress by providing summer and year-round employment for at-risk high school students.	Operator/Partners:	Chicago Public Schools, businesses, universities, civic and community organizations, unions, and city government.
		Location:	Chicago, Illinois
Program Name:	The Boston Compact	Description:	Brings together concerned public and private sector leaders to assess and enhance educational resources available to the city's young people.
Operator/Partners:	Boston Public Schools, Private Industry Council, business community, higher education community, city government, trade unions		
Location:	Boston, Massachusetts	Program Name:	Committee to Support the Philadelphia Public Schools (CSPPS)
Description:	Requires businesses to provide employment opportunities for qualified high school graduates in exchange for educational improvements within the public school system, based on quantifiable improvements in attendance, achievement, and reduced dropout rates.	Operator/Partners:	School District of Philadelphia, leaders of 20 major Philadelphia corporations, Philadelphia major universities
		Location:	Philadelphia, Pennsylvania
Program Name:	Bridgeport Contract	Description:	Supports the public schools through 3 major initiatives — Philadelphia Alliance for Teaching Humanities in the Schools (PATHS), Philadelphia Renaissance in Science and Mathematics (PRISM), and Education for Employment.
Operator/Partners:	Bridgeport Public Schools, Bridgeport Business Council		

Program Name: **The Commonwealth Agreement**
Operator/Partners: Baltimore City Public Schools,

Greater Baltimore Committee,
BUILD (Baltimorians United in
Leadership Development), 12
metropolitan colleges

Location: Baltimore, Maryland

Description: Gives high school students who
perform with a 95 percent attend-
ance record and an 80 percent
grade point average preferential
treatment for entry-level jobs and
admission to college.

Program Name: **Critical Skills Seminar**

Operator/Partners: Corporate Council for Critical Skills

Location: New Hampshire

Description: Prepares teachers to teach critical
skills to their students, including
problem solving, independent
learning, teamwork, management,
and leadership.

Program Name: **Educational Excellence: A Shared
Commitment**

Operator/Partners: Pinellas Sun Coast Chamber of
Commerce

Location: Clearwater, Florida

Description: Prepares classroom teachers to
incorporate economics in their
curriculum via a graduate course
where business executives teach
the teachers the principles of
economics and the free enterprise
system. Also places a resource
person in the school system to
develop curriculum materials and
teaching aids for all grade levels.

Program Name: **Educators in Industry Workshop**

Operator/Partners: General Electric Foundation
(Milwaukee, Wisconsin), other
corporations nationwide

Location: Nationwide

Description: Provides educators with summer
programs to raise their business
awareness. Includes presentations
by executives, company tours,
career information, and discussions
of economic trends.

Program Name: **Edu-Business Partnerships**

Operator/Partners: Rochester City School District,
Rochester Chamber of Commerce,
Industrial Management Council

Location: Rochester, New York

Description: Provides resources, advisement
counseling, job placement, and
inservice planning for school
improvement.

Program Name: **High School Principals' Center**

Operator/Partners: New York State Education Depart-
ment, New York City Board of
Education, the consortium of five
universities within The New York
Alliance for the Public Schools
New York, New York

Location:

Description: Provides principals with opportuni-
ties to participate in a series of
retreats, visit exemplary schools,
and attend conferences to improve
their leadership and management
skills. Principals in the city's 111
public high schools attend; princi-
pals from the city's private and
parochial high schools may also
participate.

Program Name: **"I Have a Dream" (IHAD) Program**

Operator/Partners: IHAD Foundation, location
sponsors, community youth
centers, families, schools, volun-
teers, and students (Dreamers)
Location: New York, New York and replica-
tion sites in 15 cities

Description: Provides motivation for at-risk
youth to remain in school and
continue on to higher education or
productive jobs. Emphasizes caring
personal relationships, motivation
associated with the identification
and encouragement of individual
goals, a growing self-esteem
nourished by peer support, and a
group sense of "being special."

Program Name: **Impact II**

Operator/Partners: Local school systems, corporations,
and local foundations, including
the Exxon Education Foundation
and the Metropolitan Life Founda-
tion

Location: 22 cities nationwide

Description: Alleviates teacher isolation by
encouraging networking among
teachers. Provides grants to enable
schools and teachers to package
and disseminate effective class-
room programs. Published a
catalogue of productive teacher

- ideas. Produced a documentary film addressing the teacher shortage crisis.
- Program Name:** **In Honor of Excellence**
- Operator/Partners:** Burger King Corporation, National Association of Secondary School Principals, Council of State School Administrators
- Location:** National
- Description:** Recognizes one outstanding teacher and principal from each of the 50 states, the District of Columbia, Puerto Rico and American Samoa. Sponsors a 5-day symposium where the honorees attend workshops and seminars to increase their understanding of current issues related to schools.
- Program Name:** **Jobs For America's Graduates, Inc.**
- Operator/Partners:** Jobs For America's Graduates, Inc. Various States' Departments of Education, Corporations and Foundations
- Location:** Arizona, Delaware, Georgia, Massachusetts, Michigan, Missouri, New Hampshire, Ohio, Tennessee, Vermont, Virginia, Washington.
- Description:** Works with states to create and operate statewide school-to-work transition systems. Also experiments with a Dropout Prevention Model. Involves over 10,000 students in some 200 high schools in 30 communities.
- Program Name:** **Making the Grade**
- Operator/Partners:** National Collaboration for Youth
- Location:** Washington, DC
- Description:** Works to heighten public awareness of youth issues and encourage communities to develop location action plans to improve the status of youth via a consortium of 12 organizations. Addresses the following youth-related issues: teenage pregnancy, youth unemployment, juvenile delinquency, drug abuse, illiteracy and dropouts.
- Program Name:** **Minorities in Engineering Program**
- Operator/Partners:** RCA
- Location:** Morristown, New Jersey
- Description:** Provides special programming for minority high school students with strong math skills and an interest in engineering. Provides tutoring for the students and, yearly, grants an engineering scholarship to one graduating senior.
- Program Name:** **The New York Alliance for the Public Schools**
- Operator/Partners:** New York City Board of Education, 5 universities, local corporate, civic and business leaders, Council of Supervisors and Administrators, United Parents Association, United Federation of Teachers
- Location:** New York, New York
- Description:** Seeks to strengthen the public education system by drawing upon the resources of the city's universities and its corporate and professional communities and to close the gap between the city schools' actual and perceived performance. Sponsors MENTOR programs in law, engineering, advertising and education.
- Program Name:** **The New York City Partnership, Inc./ Education Committee**
- Operator/Partners:** New York City Board of Education, New York City universities, United Federation of Teachers, local business and civic leaders, New York Urban Coalition
- Location:** New York, New York
- Description:** Promotes support of the public schools and strengthens school system operations through public policy, management assistance, and Join-A-School partnerships.
- Program Name:** **The Parker Project**
- Operator/Partners:** The State of Wisconsin Department of Public Instruction, The Parker Pen Company
- Location:** All Wisconsin public school districts
- Description:** Developed policy, implemented state legislation and funded research for work readiness and education to employment programs statewide.
- Program Name:** **The Partnership**
- Operator/Partners:** Baltimore City Public Schools, Greater Baltimore Committee, Inc.

Location: Baltimore, Maryland
Description: Improves the educational experiences of at-risk youth to increase the number of graduates ready and able to perform well in the marketplace.

Program Name: **Partners in Education**
Operator/Partners: Greater Cincinnati Chamber of Commerce
Location: Cincinnati, Ohio
Description: Includes approximately 75 adopt-a-school programs throughout the city which range from hospital scientists assisting elementary school teachers in curriculum design to a local hotel providing incentives for perfect attendance.

Program Name: **Peninsula Academies Program**
Operator/Partners: Lockheed Missiles and Space Company, Hewlett-Packard Company, Watkins-Johnson, Ampex Corporation, Apple Computer IBM, Syntax, Varian, Sequoia Union High School District, Menlo-Atherton High School
Location: Redwood City, California, with 15 replication sites throughout California
Description: Links the worlds of school and work, thus providing at-risk students with the the motivation to graduate from high school with skills relevant to immediate and future employment.

Program Name: **The Portland Leaders Roundtable/ The Portland Investment**
Operator/Partners: Portland School District, Portland Private Industry Council, Portland Chamber of Commerce's Business Youth Exchange, City of Portland, Multnomah County
Location: Portland, Oregon
Description: Focuses on the needs of families and children and establishes goals for systemic change in services for children and youth, prenatal through age 21.

Program Name: **Project PENCIL (Public Education Nashville Citizens Involved in Leadership)**
Operator/Partners: Nashville public schools, Project PENCIL Foundation, over 150 private businesses

Location: Nashville, Tennessee
Description: Administers the Nashville adopt-a-school program and other programs which benefit all of the city's public schools, from kindergarten through senior high school.

Program Name: **Project STEP**
Operator/Partners: Security Pacific Bank
Location: Los Angeles, California
Description: Provides training for high school students for entry level bank positions. Also operates other educational programs for at-risk youth, minority and handicapped youth.

Program Name: **School-Business Collaborative**
Operator/Partners: Greater Hartford Chamber of Commerce, Hartford Public Schools
Location: Hartford, Connecticut
Description: Operates two major programs focusing on at-risk students in the Hartford public schools—The School-to-Work Program and The Bridge Program.

Program Name: **The School Support Program**
Operator/Partners: Minneapolis Public School District, local businesses and corporations
Location: Minneapolis, Minnesota
Description: Enables approximately 200 local companies to donate excess equipment, supplies, and materials to the Minneapolis Public School District. The donations are stored in one of the district's major warehouses, where more than 1,500 school personnel can pick up needed goods.

Program Name: **School to Work Action Program (SWAP)**
Operator/Partners: Public high schools, Colorado Alliance of Business
Location: Denver, Colorado
Description: Offers potential high school dropouts an opportunity to obtain remedial instruction and pre-employment training in a simulated business environment. Operates 12 schools in 7 cities.

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| Program Name: | Security Education Employment Program | Location: | Janesville, Beloit, Turner, Parkview, and Whitewater, Wisconsin |
| Operator/Partners: | Primerica Foundation (formerly American Can Company Foundation), National Crime Prevention Council | Description: | Seeks to address the practical application of basic skills, school supervised work experience, and other issues related to employability skills and attitudes. |
| Location: | New York City, Cleveland, Baltimore, St. Louis | | |
| Description: | Places inner city youth in security occupations. A 16 week regimen of courses teaches students 17 and older the basics of private security and community crime prevention. | | |
| Program Name: | South Carolina Leadership Academy | Program Name: | Working |
| Operator/Partners: | South Carolina State Department of Education | Operator/Partners: | Metropolitan Life Insurance Company |
| Location: | South Carolina | Location: | New York, New York |
| Description: | Conducts management workshops for school principals and superintendents which provide skill building, an internship program for perspective administrators, and an assessment program. | Description: | Teaches job seeking and job retention skills in a music video format geared to youth, with an accompanying teacher's manual authored by the New York City Board of Education. |
| Program Name: | Southern Wisconsin Education for Employment Program (SWEEP) | Program Name: | Youth and America's Future |
| Operator/Partners: | School teachers and administrators, boards of education, business representatives, Private Industry Council, labor unions, the vocational, technical and adult education system, legislators, local chambers of commerce | Operator/Partners: | William T. Grant Foundation |
| | | Location: | Washington, DC |
| | | Description: | Functions as a policy research committee in the field of adolescence, synthesizes interdisciplinary research and practice on the barriers and supports to the successful participation of youth in society. Comprised of national leaders from the business, research and public sector communities. |

Selected References

The following bibliography is presented in two parts. Part I briefly describes selected publications which pertain to barriers preventing at-risk youth from successfully meeting the demands of the workplace. Part II includes brief descriptions of publications that provide examples of the ways policymakers have worked together to create innovative business-education partnership programs to overcome these barriers.

I. Background Material on At-Risk Youth

(A) Blueprint for Success: Operation Rescue - The National Foundation for the Improvement of Education, 1201 16th Street, N.W., Washington, DC 20036, 202/822-7840 (1986).

Describes successful drop-out prevention programs which resulted from collaborations in which 15 national organizations and over 300 individual practitioners in the field were involved. Designed as a manual for those interested in working on drop-out prevention.

Dropouts in America: Enough is Known for Action - The Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036, 202/822-8405 (1987).

Presents detailed action plans in order to implement programs and policy that effectively address and eliminate the drop-out problem. Funded by the Exxon Education Foundation.

Employment Policies: Looking to the Year 2000 - National Alliance of Business, Clearinghouse, 1015 15th Street, N.W., Washington, DC 20005, 202/289-2910 (1986).

Provides a framework for enhancing the understanding of both business and government on the problems facing the American workforce over the next 10 to 15 years.

Generation at Risk: The Chemical People II - National Outreach Director, WQED/Pittsburgh, 4802 Fifth Avenue, Pittsburgh, PA 15213, 412/622-1491 (1987).

Contains two aspects of a project on at-risk youth. The first is a documentary that looks at this population's many problems — drugs, alcohol, teen suicide, teen pregnancy and school dropouts. The second is an accompanying manual which offers action plan guidelines for those interested in addressing the problems either personally or institutionally.

High Schools and the Changing Workplace - The Employers' View, National Academy of Sciences, National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418, 202/334-2665 (1984).

Addresses the needs of high school graduates who do not go on to four-year colleges from the perspective of private businesses and public institutions which will employ them. Describes the basic education needed by these young people for effective, upwardly mobile, life-long participation in the American workforce from their prospective employers' points of view.

(A) Nation At Risk - A Report of the National Commission on Excellence in Education - Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, 202/783-3238 (1983).

Contains the most recent definitive findings from the public sector on the problems and possible resolutions to providing education for excellence in this century.

(The) Nation's Report Card: Learning to be Literate in America (Reading, Writing and Reasoning) - Arthur N. Applebee, Judith A. Langer and Ina V.S. Mullis, National Assessment of Educational Programs, Educational Testing Service, Rosedale Road, Princeton, NJ 08541, 609/921-9000 (1987).

Examines the state of literacy in America, who is at risk, the effects of instruction and recommendations for policymakers, administrators and teachers.

(The) Next Wave: A Synopsis of Recent Education Reform Reports - Joslyn Green, Education Commission of the States, ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295, 303/830-3642 (1987).

Synopsizes nine major reports on school reform: what they have in common and an insight into the issues which the studies fail to resolve. Also includes a summary of major recommendations.

Reconnecting Youth: The Next Stage of Reform - Education Commission of the States, ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295, 303/830-3642 (1985).

Challenges business, labor and other groups to focus on at-risk youth. Discusses the school reform movement as the vehicle for attacking the problems of this population.

Youth Employment in American Industry - Robert B. Hill and Regina Nixon, National Urban League, Inc., Research Department, 1111 14th Street, N.W., Washington, DC 20004, 202/898-1611 (1984).

Focuses on private industry's attitudes and practices toward youth employment, particularly minority youth. Asks and seeks to respond to all questions regarding what factors contribute to an employer's hiring or not hiring young people.

Youth 2000: A Call to Action - National Alliance of Business, Clearinghouse, 1015 15th Street, N.W., Washington, DC 20005, 202/289-2910 (1986).

Summarizes a national leadership meeting that addressed the complex and challenging economic, social, and educational issues facing today's youth. The meeting was held in Washington, DC in June 1986.

II. Resources for Partnership Initiatives

A Guide To Working Partnerships - Center for Human Resources, The Heller School, Brandeis University, Waltham, MA 02254, 800/343-4705 (1987).

A guide for use by business people, principals, school superintendents, and job training program operators describing the intricacies of bringing together individuals from organizations with diverse interests and methods of operation into a functioning coalition. It describes the experiences of 21 work-education partnership around the country.

Allies in Education: Schools and Businesses Working Together For At-Risk Youth - Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106, 215/592-9099 (September 1987).

A two-volume report on school-business collaboration serving disadvantaged students. Volume I examines the nature of such collaboration and the role played by business, and Volume II contains profiles of nine collaborations.

Business and Education: Partners for the Future - Robert Martin, Associate Manager, Community Resource Section, Chamber of Commerce of the United States, 1615 H Street, N.W., Washington, DC 20062, 202/659-6000 (1985).

Summarizes ways in which business is working with education to improve local systems; suggests ways that businesses can help enhance educational achievement.

Business-Education Partnerships: Strategies for School Improvement - David A. Zacchei and Jill A. Mirman, The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810, 617/470-0098 (1986).

Provides direction in establishing business-education collaboratives for both educators and business people. Defines the characteristics of partnerships that effectively promote school improvement as well as the stages a partnership undergoes as it progresses to a fully developed collaborative effort. Also provides detailed profiles of a range of effective partnerships with contact information.

Children in Need: Investment Strategies for the Educationally Disadvantaged - Committee for Economic Development, 447 Madison Avenue, New York, NY 10022, 212/688-2063 (1987).

Details strategies for eliminating the problems of educationally disadvantaged young people. Focuses on early intervention, restructuring the schools and encouraging school-business partnerships.

Company-School Collaboration: A Manual for Developing Successful Projects - American Council of Life Insurance, 1001 Pennsylvania Avenue, N.W., Washington, DC 20004, 202/624-2000 (1985).

Provides suggestions for initiating or expanding collaborative programs with schools; includes profiles of companies already involved in company-school collaboration.

(The) Doable Dozen: A Checklist of Practical Ideas for School-Business Partnerships - Cynthia W. Shelton, National Community Education Association, 119 North Payne Street, Alexandria, VA 22314, 703/683-6232 (1987).

Provides practical examples of how to begin and proceed in developing business-education partnerships in a dozen different categories.

How to Start a School/Business Partnership - Carol O'Connell, Phi Delta Kappa, 8th & Union, Box 789, Bloomington, IN 47402 (1985).

Outlines steps to establishing and maintaining partnerships and provides examples of partnerships in action. Clarifies the need for business involvement in the educational process for both corporate leaders and educators.

Industry-Education Councils: A Handbook - National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226, 716/834-7047 (no date).

Contains broad guidelines to assist professionals interested in increasing industry-education cooperation through the creation of an Industry-Education Council.

Industry-Education Partnership Guidelines (1985) and **Industry-Education Partnerships: Massachusetts Case Studies** (1987) - Massachusetts Office of Education, Community Education Office, 1385 Hancock Street, Quincy, MA 02169, 617/770-7574.

Provides a brief introduction on strategies for establishing successful partnerships in the first volume, "Guidelines". Describes 15 industry-education partnerships which have had positive operational results and demonstrate differing approaches to implementing effective programs in the companion "Case Studies" volume

Investing in Our Children: Business and the Public Schools - Committee for Economic Development, 447 Madison Avenue, New York, NY 10022, 212/688-2063 (1985).

Summarizes results of a national study that addresses ways in which the business community can help public education. Suggests strategies for enhancing business-education partnerships.

Partnerships in Education: Exemplary Efforts Across the Nation (1983) and **Programs of Private Sector Initiatives in Education: A Directory To National Findings** (Current). Private Sector Initiatives, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202, 202/732-3060.

Provides an overview of major business-education partnerships across the country in the first publication; the second publication is a continuously updated list of partnerships throughout the United States. Offers businesses and institutions interested in forming their own partnerships an opportunity to contact a program in a close geographic location.

(The) Private Sector in the Public Schools: Can It Improve Education? Marsha Levine, Ed., American Enterprise Institute for Public Policy Research, 1150 17th Street, N.W., Washington, DC 20036, 202/862-5800 (1985).

Proceedings from a national conference that addressed issues of public/private sector relationships, roles and responsibilities.

School Partnerships Handbook - Susan D. Otterbourg, Prentice Hall, Route 9-W, Englewood Cliffs, NJ 07632, 201/592-2000 (1986).

Provides direction for those interested in establishing business-education partnerships in a handbook format. Contains blank forms and instructions for creating a program outline to ascertain how the initial program will look in order to avoid costly mistakes and possible failure.

(A) Sure Bet: Business and Education Together and Partners in Math and Science Education (A Supplement to **A Sure Bet**) - California Chamber of Commerce, Education Department, 1027 10th Street, Sacramento, CA 95808, 916/444-6670 (1984 & 1986).

Assists Chamber of Commerce Education Committees to work with businesses and educators in preparing students for the workplace. The supplement outlines successful strategies and programs to strengthen the math and science literacy of high school graduates.

Selected List Of Associations And Organizations

The following organizations were selected for inclusion in this list because they represent a cross-section of resources available for learning more about at-risk youth and business-education partnerships. The list includes national business associations, public and private profit and non-profit organizations, intermediary organizations, and research/information organizations and associations.

American Enterprise Institute for Public Policy Research, 1150 17th Street, N.W., Washington, DC 20036, 202/862-5800

Brandeis University, Center for Human Resources, The Heller Graduate School, South Street, Waltham, MA 02254, 800/343-4705

Business Council for Effective Literacy, 1221 Avenue of the Americas, 35th Floor, New York, NY 10020, 212/512-2415

Center for Corporate Public Involvement, 1850 K Street, N.W., Washington, DC 20006, 202/862-4047

Chamber of Commerce of the United States, Community Resource Section, 1615 H Street, N.W., Washington, DC 20062, 202/659-6000

Committee for Economic Development, 477 Madison Avenue, New York, NY 10022, 212/688-2063

(The) Conference Board, 845 Third Avenue, New York, NY 10022, 212/759-0900

Contact Literacy Center, P.O. Box 81828, Lincoln, NE 69501, 1-800/228-8813

Education Commission of the States, 1860 Lincoln Street, Suite 300, Denver, CO 80295, 303/830-3642

ERIC Clearinghouse on Adult, Career and Vocational Education, Ohio State University, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210, 1-800/848-4815 or 614/486-3655

Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036, 202/822-8405

Jobs for America's Graduates, 1250 Eye Street, N.W., Suite 303, Washington, DC 20005, 202/842-4196

Literacy Volunteers of America, Inc., 404 Oak Street, Syracuse, NY 13203, 315/474-7039

Manpower Demonstration Research Corporation, 3 Park Avenue, New York, NY 10016, 212/532-3200

National Alliance of Business, 1015 15th Street, N.W., Washington, DC 20005, 202/289-2910

National Association for the Exchange of Industrial Resources, 540 Frontage Road, Northfield, IL 60093, 312/446-9111

National Association for Industry-Education Cooperation, 235 Hendricks Boulevard, Buffalo, NY 14226, 716/834-7047

National Association of Counties, 440 First Street, N.W., Suite 328, Washington, DC 20001, 202/393-6226

National Association of Manufacturers, Policy/Program Division, 1331 Pennsylvania Avenue, N.W., Washington, DC 20004, 202/637-3000

National Association of Private Industry Councils, 1015 15th Street, N.W., Suite 600, Washington, DC 20005, 202/289-2950

National Child Labor Committee, 1501 Broadway, Room 1111, New York, NY 10036, 212/840-1801

National Commission for Employment Policy, 1522 K Street, N.W., Suite 300, Washington, DC 20005, 202/724-1545

National Governors' Association, 444 North Capitol Street, N.W., Suite 250, Washington, DC 20001, 202/624-5300

National Institute for Work and Learning, 1200 18th Street, N.W., Suite 316, Washington, DC 20036, 202/887-6800

National Job Training Partnership, Inc., 1620 Eye Street, N.W., Suite 328, Washington, DC 20006, 202/887-6120

National School Volunteer Program, 701 North Fairfax Street, Alexandria, VA 22314, 703/836-4880

(The) National Urban Coalition, 1120 G Street, N.W., Suite 900, Washington, DC 20005, 202/628-2990

National Urban League, Inc., Research Department, 1111 14th Street, N.W., Washington, DC 20004, 202/898-1611

National Youth Employment Coalition, 1501 Broadway, Room 1111, New York, NY 10036, 212/840-1801

Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106, 215/592-9099

Reading is Fundamental, 600 Maryland Avenue, S.W., Room 500, Washington, DC 20560, 202/287-3371.

70001, Ltd., 600 Maryland Avenue, S.W., Washington, DC 20560, 202/484-0103

US Conference of Mayors, 1620 Eye Street, N.W., Washington, DC 20006, 202/293-7330

US Department of Education, Private Sector Initiatives, 400 Maryland Avenue, S.W., Washington, DC 20202, 202/732-3060

US Department of Health and Human Services, Office of Human Development Services, 200 Independence Avenue, S.W., Washington, DC 20201, 202/245-7246

US Department of Labor, Employment and Training Administration, 200 Constitution Avenue, N.W., Washington, DC 20213, 202/523-6050

National Alliance of Business Regional Service Offices

ATLANTIC

(Delaware, District of Columbia, Maryland, New Jersey,
New York, Pennsylvania, Puerto Rico, Virgin Islands,
Virginia, West Virginia)
(201) 524-4022

CENTRAL

(Arkansas, Kansas, Louisiana, Missouri, Nebraska, New
Mexico, Oklahoma, Texas)
(214) 373-0854

MIDWEST

(Illinois, Indiana, Iowa, Michigan, Minnesota, North
Dakota, Ohio, South Dakota, Wisconsin)
(312) 341-9766

NEW ENGLAND

(Connecticut, Maine, Massachusetts, New Hampshire,
Rhode Island, Vermont)
(617) 235-1332

PACIFIC NORTHWEST

(Alaska, Idaho, Montana, Oregon, Washington)
(206) 622-2531

SOUTHEAST

(Alabama, Florida, Georgia, Kentucky, Mississippi,
North Carolina, South Carolina, Tennessee)
(404) 522-9350

WEST

(Arizona, California, Colorado, Guam, Hawaii, Nevada,
Pacific Islands, Utah, Wyoming)
(415) 391-4061

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OICs of America, Inc.

Blaine Kelley, Jr.

The Landmarks Group

Coretta Scott King

The Martin Luther King, Jr.
Center, Inc.

John W. Klepinger

NAPIC

Edwin A. Lupberger

Middle South Utilities, Inc.

Malcolm R. Lovell, Jr.

George Washington Univ.

James T. Lynn

Aetna Life & Casualty

Byron Mallott

Sealaska Corporation

Jewell Jackson McCabe

New York Job Training Partnership
Council

John D. Ong

The BFGoodrich Company

John E. Pepper

The Procter & Gamble Co.

Richard F. Schubert

American Red Cross

John E. Sloan, Jr.

NFIB

Other Resources Available From NAB

An Executive Summary

A companion videotape

An updated and expanded computerized information bank

Individual technical assistance

NAB Clearinghouse

NAB Regional Service Office

Reingold

Marilyn Silver, Janet

Sandra Byrne

Jim DeVall



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